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*The Olympic Winter Games
at Lake Placid*

W. E. JOHNSON

Defense Keeps Pace

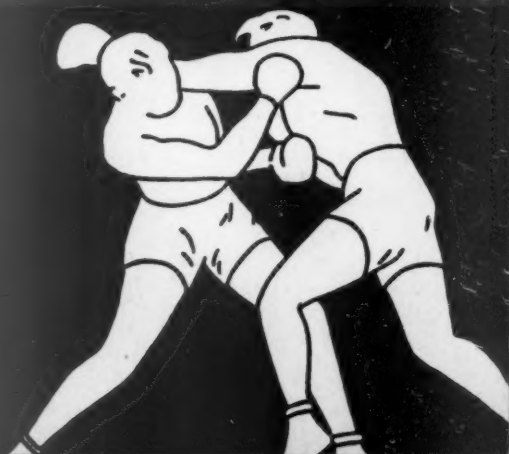
JAMES ASHMORE

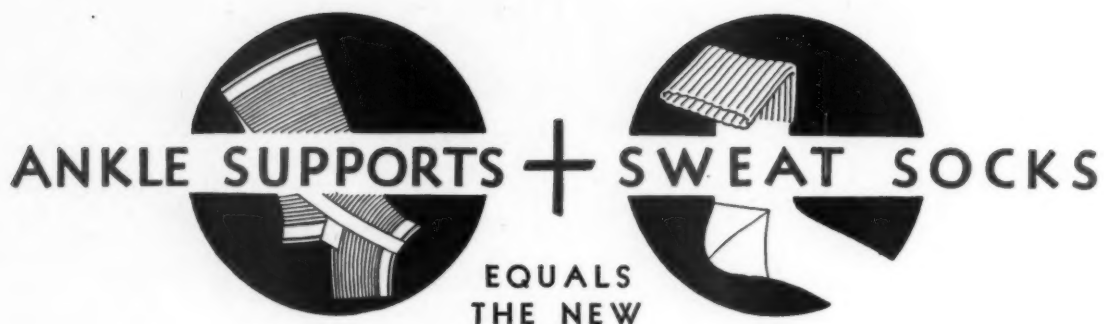
*Do Athletics Contribute to
Education?*

JOHN L. GRIFFITH

*Helps and Hints on Coaching
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JANUARY, 1932

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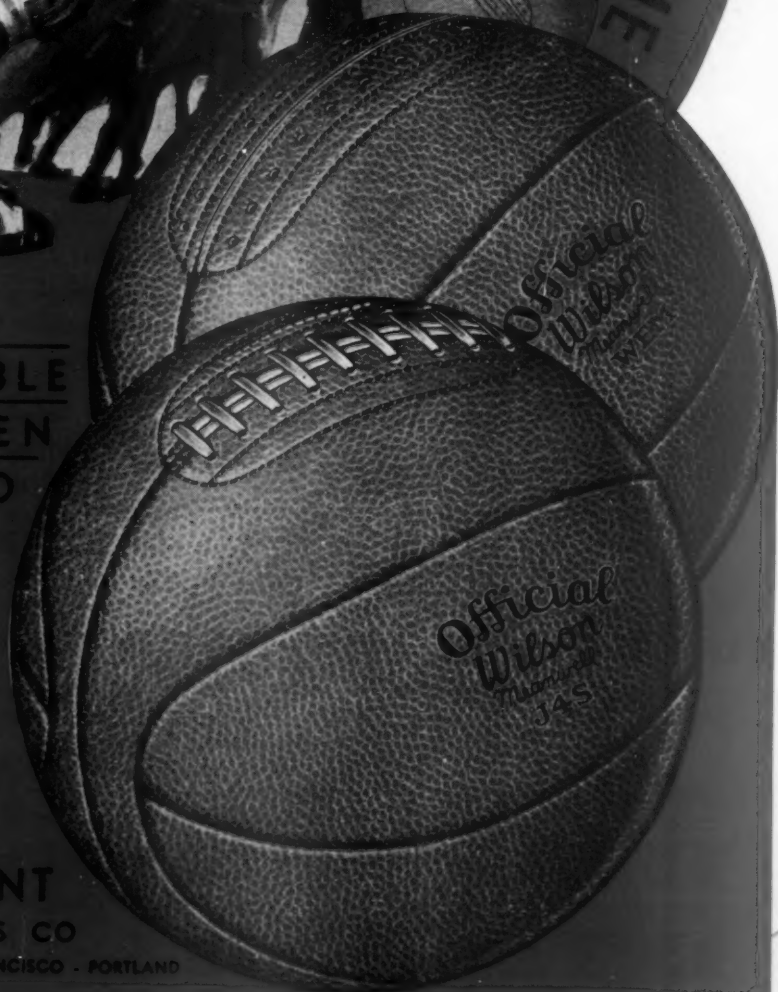
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SITE OF OLYMPIC
STADIUM, LAKE
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The Olympic Winter Games at Lake Placid

By W. E. JOHNSON

ATHLETIC DIRECTOR, LAKE PLACID, NEW YORK, HIGH SCHOOL

PREPARATIONS for the III International Olympic Winter Games to be held in Lake Placid, N. Y., from February 4th to 13th, 1932, have been practically completed. More than \$700,000 will be spent in preparation for the Games. Since the event was awarded to Lake Placid at a meeting of the International Olympic Committee at Lausanne in April, 1929, the picturesque little mountain town boasting but 3,000 inhabitants has become a beehive of activity.

Under the direction of local sportsmen and business men, practically everyone in the village has become a member of some sort of committee. Everyone has been talking, thinking and working on Olympics for the past two years. Major concerns of the village are that no problem of congestion shall arise among spectators at the Games, and that no attempts at profiteering be made by any local interests or out-of-town concessionaires.

Europeans visiting Lake Placid these days compare the spirit, sportsmanship, teamwork and determination of the townspeople to that of the citizens of Oberammergau in Bavaria, another mountain village, which, in presenting the Passion Play, faces, like Lake Placid, the

problem of being host to the world.

The new Olympic Stadium has been built at a cost of nearly \$100,000. This stadium has a 400-meter track around it for speed skating events. The local high school is in the background and this wonderful field makes a valuable asset for all athletic events including track meets, football games and all recreation activities of the community. One of the new sports facilities that has gained considerable interest is the bobsled run which has been built on Mt. Van Hoevenberg. The public was invited to ride over the last half-mile of this run last year and it became a very popular event.

The bob run contains nearly twenty-five curves and some of these are about twenty-two feet high, their towering banks of stone running up almost at right angles to the bottom. This great bobsled run was designed by Stanislaus Zentzytzki of Berlin, builder of some of the most famous European runs. This run is one mile and a half in length and maintains an average drop of about 10 per cent or 800 feet in the mile and a half. Many expert men of Europe have been praising this run for its speed and wonderful design. The crack bobsled teams of the world will dash down this run around high iced

curves on huge 500 pound sleds at speeds of from forty-five to sixty miles per hour, while spectators seated on stands at the banked turns or standing at selected vantage points feel their pulses skip several beats as these great bobs flash by.

The new \$200,000 Olympic Arena is now completed and has a wonderful ice plant installed for indoor hockey and figure skating. There will also be demonstrations in curling events. There will be two and one-half miles of pipe under the concrete floor used for carrying freezing mixtures for the artificial ice.

The ski trails have been improved and new ones added so that now there are 250 miles of good ski trails. Ski jumping will take place on the 60 meter jump which is 290 feet above the level at the finish. The length of the hill is 975 feet.

The events of the Winter Olympics will consist of four major activities, skiing, skating, hockey and bobsledding. There may be events such as dogsled racing and a curling demonstration or one-man bobsled race. There will be cross-country ski races, ski jumping, speed skating, figure skating, bobsled races and ice hockey games.

The list of countries which will compete in this great spectacle will



SOARING INTO SPACE FROM TAKE-OFF OF INTERVALES 60-METER OLYMPIC SKI HILL, LAKE PLACID, N. Y.

no doubt prove its importance as an outstanding event in the eyes of the world. The following nations have agreed to send their athletes to take part in their special events: Austria, Belgium, Canada, Argentina, Czechoslovakia, Esthonia, Finland, France, Germany, Great Britain, Holland, Hungary, Ireland, Italy, Japan, Jugoslavia, Latvia, Lithuania, Luxembourg, Mexico, Norway, Poland, Roumania, Sweden and Switzerland.

The Olympic Games date back to 776 B.C. when the ancient Greeks, by way of rendering homage to their divine Zeus, began the custom of meeting every four years in a tent city at Olympia to exchange ideas, hold religious ceremonies and strive for excellence in individual sports competition. For more than 1,000 years these quadrennial games flourished. To gain the Olympic crown, a simple olive branch, was to gain the highest honor of the state.

With the coming of medieval civilization to Europe the Games at Olympia were abandoned. But in 1896 they were re-born through the initiative and enthusiasm of Baron de Coubertin, who succeeded in reviving the ancient custom. The first of the modern Games was held that year in Athens. They have been held every four years since, excepting the War year of 1916.

It was in 1924 that winter sportsmen in Europe, after discussions which had been going on since 1908, succeeded in launching the I Olympic Winter Games. These were held at Chamonix, France. They were so

frankly an experiment that it was not until a year later that they were officially recognized. But they had



CROSS COUNTRY SKIING AT LAKE PLACID, N. Y. TWO HUNDRED AND FIFTY MILES OF SKI TRAILS HAVE BEEN PREPARED FOR OLYMPIC GAMES.

been a world success. The II Olympic Winter Games followed at St. Moritz, Switzerland, 1928, again gathering sportsmen from all parts of the world. Twenty-five nations were represented.

The X Olympic Games, to be held in Los Angeles in July and August, 1932, automatically brought the III Olympic Winter Games to the United States, as both summer and winter Olympics are held in the same country when that is possible.

Seven winter sports centers competed for the honor of holding the Games, but the privilege was accorded

to Lake Placid at the Lausanne Meeting.

Lake Placid is a spot of rare beauty. Circled by towering mountain peaks, the town lies in a setting of natural beauty. Twin lakes—Mirror and Placid—adjoin each other on the valley floor, separated by a portage of only a few hundred feet. About them cluster the many houses of the village, the numerous camps and hunting lodges of visiting sportsmen and the many hotels and rooming houses. The streets rise from the shores of one of the lakes and end in the hill-tops that are covered with fragrant pines.

Mountain streams are alive with sporty trout. Black bear and plenty of shy red deer can be seen at various times. Days of sparkling blue sunshine, nights when the aurora borealis flashes its shimmering prismatic curtains across the white hills mark the gay passage of the winter months.

With nearly twenty-five nations represented here by 600 contestants, along with 150 officials, there should be plenty of action during these Games. Thousands of spectators will no doubt take advantage of the occasion to make the trip and visit this great winter resort. For those who have not been in this part of the country it will be an educational experience.

During the summer over 5,000 visitors, many from European countries, inspected the great bobsled run and expressed increasing interest in this thrilling sport. Nearly 4,600 rides were taken on this bob run last December shortly after it was opened. Over 2,000 different persons had rides within two months after it was opened.

President Hoover has agreed to



ROUNDING WHITEFACE CURVE, MT. VAN HOEVENBERG OLYMPIC BOB RUN, LAKE PLACID, N. Y.

recommend to Congress passage of a resolution exempting foreign contestants and officials coming to the Lake Placid Games from the usual passport and visa requirements upon presentation of the official Olympic identification cards, which will be duly visaed without charge; waiving the tax of eight dollars imposed under the immigration law; and granting free entry for personal baggage and equipment to properly accredited and identified participants. Many of the visiting athletes are bringing their own equipment.

Some of the notable star contestants are as follows: Miss Sonja Henie, world's champion woman figure skater, of Norway; Bernt Even-son, former world's title holder in speed skating; Briger Ruud, one of the greatest ski jumpers in the world, from Norway.

Jack Shea, the North American speed skater, will be seen in action and will be right at home, being a native of Lake Placid and an all-around athlete. He has won numerous medals and honors in skating events and should give the best of the visiting athletes plenty of competition.

The Olympic Winter Games will be run according to the American style of racing. Then the world's speed skating championships will be run ac-

cording to European style on February 19th and 20th. The Winter Olympics of 1932 should go down in history as outstanding among the sports events that have taken place in America. The sporting public which witnesses these Games should not forget them but take back with them many rich experiences and the memory of having rubbed shoulders with numerous friends and many new acquaintances. This should be even more true of the athletes. It will be a tremendous opportunity for all nations to know each other better and to learn to play the game of life in a fair way, as sportsmen play fairly in their games.

Defense Keeps Pace

By JAMES N. ASHMORE

A DISCUSSION of defense requires a description of the particular style of offense that it has been devised to meet.

In order to clarify the discussion, without going into too much detail, the offensive development of the game will be outlined together with changes in defensive tactics made necessary by the offensive advancement. The offensive changes may be designated under three headings: the stationary type of offense, the advance-to-meet-passes style, and the several varieties of block systems.

Diagrams of plays that involve the block idea will be given, together with defensive tactics that may be employed against blocks.

The Stationary Offense

In the early days of basketball the game was crude. The idea of the game was to provide an indoor game for exercise and pleasure. The players were not to run with the ball, as in football, for that would involve tackling. It was based on the "keep-away" idea in which five team mates kept control of the ball and attempted to work it to a goal for points. The opponents made an effort to secure possession of the ball by intercepting a pass. The players stood to take a pass, then moved forward and placed themselves for a succeeding pass. Scores were made when a defensive man failed to intercept the ball and left his opponent free for a shot.

Advance-to-Meet-Passes Development

The game was taken up more and more. Then followed the period when to have the player moving to take passes came into practice. This made for a faster game, put more of a burden on the defensive player and without doubt caused the game to become very much more popular.

The next step in the development of the game was more speed. Teams worked on the theory that the easiest way to score was by beating the opponent to the goal. Defensive tactics had to be changed to meet these speed tactics. Then followed the plan of having the center "lay back" by his own goal for a long pass. The center either shot or passed to his forward dashing down the court at full speed. A problem was presented to a team, in regard to its defense, when the opposing center "laid-back." If team A's center stayed back and team B's center played him defensively, it eliminated the team B center from his team's offense. Obviously, a team could not afford to confine its center to defensive play. The logical thing to do to meet the situation was to have a guard play defensively against the team A center, and thus team B would be able to utilize its own center's offensive ability.

At the time this was considered rather a radical change, as the play-your-own-man idea was very much the vogue. The center-back style caused the attacking team to employ a four-man offense. The next change was

to a five-man offense and a five-man defense.

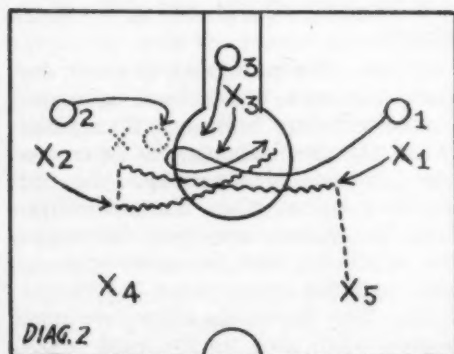
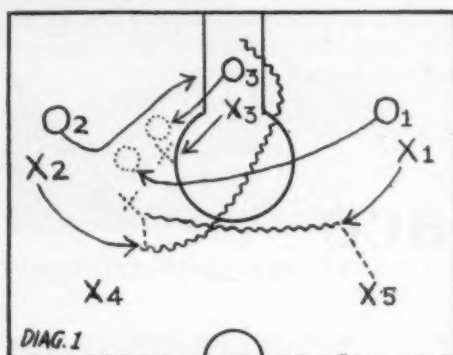
In the five-man man-to-man defense, the men break back into defensive territory and each man picks up his assigned opponent as he comes into his scoring territory. In the pick-them-up as they come through style, the guards are deep in defensive territory, the forwards not so deep, and the center near the center circle. The forwards allow two men to pass, then pick up the next opponent. The guards take the first two men who come down. The center plays the last man of the opponents.

An offensive team often used a device to make this system of defense less effective and also to disturb its offensive balance, in this wise: a guard would break deep into the scoring zone so that a guard would pick him up. The guard would then come back and play his regular guard position. A forward would go deep and be picked up by an opposing forward. The defensive forward was thus caused to play the role of a regular guard, at which job he was not so efficient as the guard. The forward also found himself deeper than normally, and so out of position for the offensive break when his team secured the ball.

The zone defense consists of a 2-2-1 arrangement of the players. The guards are deepest; then come the forwards; and the center is in front. This formation shifts in a pinch on the ball whenever it comes into the scoring zone.

The Block Method of Offense

Many offensive systems have been devised. As soon as any system has become efficient enough to attract considerable attention, some method of defense against that system has been worked out. Not that scoring was stopped—not at all! Basketball would be no game without scoring. But the defensive tactics have pretty well kept pace with the improvements in offense; so that a reasonable balance between offense and defense has been maintained.



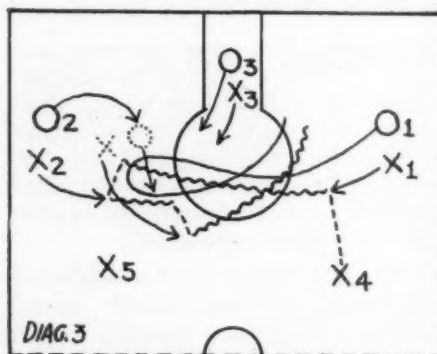
Systems of offense have been used for a number of years that employ the aid of blocks in cutting an offensive player free from his opponent. More and more teams are coming to use some form or other of the block principle. The question arises: Is there a defense against blocks? The answer is, yes. There does not seem any likelihood that the offense will throw the game out of balance.

The old time play in which the guard passes to the forward, follows the pass and receives a return pass as he dashes on the outside of the forward and beats his man to the goal: that play is probably the forerunner of blocks. The next step in introducing blocks somewhat resembles the play described. The guard passed to the forward, followed the pass and received a return pass as he landed just inside of the forward. His position blocked the guard who was playing against the forward. The sponsors of this type of attack called the play a legal block. Such an at-

tack was effective against a team unfamiliar with such tactics. One defensive method for making that play less effective was to have the guard who was supposed to be blocked step backward; then advance to a position to meet his opposing forward. This stepping out of the block worked successfully. The pass-and-block was not so effectual in itself, but it led to a further development: the dribble-and-block type of offense. This device worked more smoothly and could be executed faster than its predecessor. Therefore the step-out-of-the-block could not cope with this faster, smoother execution.

A Defense Against Blocks

When the dribble-and-block type of offense came into use it was a new development in offensive basketball. Coaches soon learned that the old defensive methods could not successfully stop such an offense. Too often an opponent was being cut loose for an easy scoring opportunity. Not alone the blocker, but his defensive oppo-

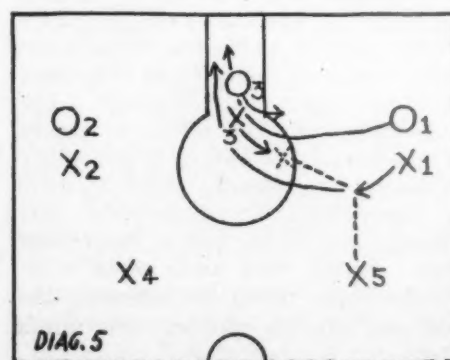
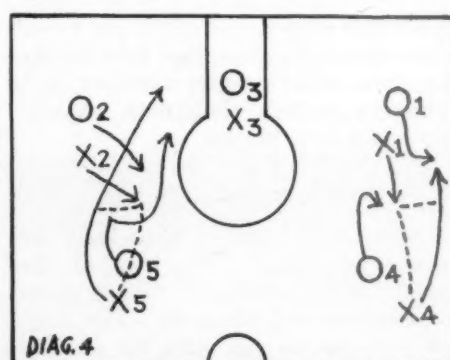


exchanged by the forwards. It is not enough merely to tell the guards to make a change of men. A reserve team should be instructed in the execution of the plays. The plays might well be worked slowly and the varsity players allowed to watch their execution. After watching the plays demonstrated, the varsity should be put on defense to become accustomed to making the switch of opponents.

Diagram 3 shows the play as in Diagram 2 with an added exchange of the ball by the forwards. Player X 1 dribbles, lands so as to block for X 2, who makes a dribble, lands and returns the ball to X 1 as he goes past. When this double exchange is made the guards should again change opponents. If the change is not made, X 1 is almost certain to be cut free for an unobstructed shot.

Diagram 4 shows the old time play with the guard passing to the forward, following the pass and receiving a return pass as he goes outside the forward. Often the defensive forward who is playing the guard is cut off by the offensive forward and his defensive guard. When the forward thus gets cut off, a slide by the defense may be found the only means of checking the play.

Diagram 5 is a play involving the center, a guard and a forward. The guard passes to the forward; the forward in turn passes to the center and follows for a return pass from the center. The forward cuts close to the center so that the defensive guard will be blocked. If the forward's path is in a cross-court direction the



play will not cause the defense great trouble. The defensive center can take a step backward and allow his guard team mate to pass between himself and the offensive center; whereas, if the defensive center does not open for his guard to pass, it will be necessary for the guard to cut around both centers before he can pick up his forward.

On plays with the center handling the ball and a guard or a forward cutting past in a direct line to the goal, a slide may be the only method of checking the play. A slide in center plays may easily lead to grief. The center may bluff a pass, retain

the ball and spin to go in for an easy shot. A center should not shift men until he is sure the pass has been made.

This discussion has attempted to trace, in a general way, the improvement of basketball offensively and to show that a corresponding improvement in defensive tactics has followed each innovation for the aid of the offense. Block plays are coming to be used more and more. Systems of offense have as their basis the principle of blocks. Any consideration on the defensive side of basketball must take into consideration that to be sound a defense must be able

to cope successfully with block plays. Blocking is a definite part of the game. The Rules Committee, recognizing that blocking has become general and that it has of necessity to be recognized and legalized, wisely accepted in principle that blocks could occur without violating the rules. The Committee accepts the proposition that a player may move to any position, or occupy any position on the court, if in so doing he does not cause bodily contact. Blocks and screening will be used more and more. The slide defense may prove to be an aid in maintaining the proper balance in the game.

Dr. Louis J. Cooke

By E. B. PIERCE

LOUIS J. COOKE was born February 15, 1868, in Toledo, Ohio. Here he attended the public schools. After two summer sessions at the Y. M. C. A. Training School, Springfield, Massachusetts, he took his degree of M. D. from the University of Vermont Medical Department in 1894. Between 1889 and 1897 he served as Y. M. C. A. physical director in Toledo, Ohio, Duluth, Minnesota, Burlington, Vermont, and Minneapolis, Minnesota. Between February and September, 1897, he gave part of his time as Director of the Gymnasium, University of Minnesota. From September of this year until 1913 he served as full time director. Between 1913 and 1922 he acted as Medical Examiner and Director of Physical Education for Men. Since 1922 to the present time he has served as Assistant Director of Physical Education for Men, Director of Ticket Sales, and lecturer. He is a member of Alpha Kappa Kappa, a chapter of which he installed at Minnesota in 1898, of Alpha Sigma Phi, and of Sigma Xi.

So much for bare statistics. This biography covers a lot of ground and gives a lot of information. Yet those who know the genial Doctor would say at once that that doesn't give a picture of our "Doc" at all!

And this is true. For dates and factual statements could never divulge the physique, disposition, personality, temperament, and other human qualities that, taken together, make up the final product known as "Doc" Cooke to every male student attending the University of Minnesota from 1897 down through the years to the present moment.

The facts say that he was born February 15, 1868, but one should know also that the University of Minnesota was born just three days later—February 18, 1868—so that the Doctor's age is identical with that of the University. Both have become great institutions.

Let's skip all that period prior to 1897, the date of his advent at the University, although I am sure that any one disposed to go back to original sources would find some mighty interesting things to relate concerning his early boyhood, the pranks of his school days, for anyone who *knows* "Doc" is sure that his youth was chuck full of clean, wholesome "deviltry," practical jokes, Hallowe'en stuff of the first water, dramatics, burlesque, jigs, legerdemain, close harmony, and the like. One may be sure that all these things were done exceptionally well, and that this youngster with boundless energy was not a passive follower and recipient of instruction along these lines, but was boldly out in front leading the van.

Let's pass all that as well as his college training and his baseball playing, although the picture of "Doc" in his early days standing in the pitcher's box with all the deceptive arts of a magician being brought to bear upon the inexperienced and callow batsman before him and then that famous corkscrew wind-up and completely baffling and disconcerting delivery with its resulting strike-out offers possibilities which a real story teller would hate to pass up.

Let's begin, I say, with 1897. At that time the University of Minnesota had no organized physical training. Although the students themselves had

organized teams in the various sports, such as football and baseball, there was no faculty direction or supervision and no class work in exercise. The administration decided to make a start in this direction and cast about for a man to head up the work. Our good friend, Doctor Cooke, at the time was physical director of the Minneapolis Young Men's Christian Association. He appeared to possess the qualifications for the position—though no one at that time suspected how fully and completely he possessed them—and the University wanted him to come over at once and begin work. An arrangement was made with the Y. M. C. A. to share the Doctor for the rest of that year; so on February 1, 1897, he arrived on the campus on a half-time basis. By the end of the school year in June he had so impressed himself upon the University's consciousness that the administration at once insisted upon his giving his entire time to the University, and from September, 1897, on the institution has enjoyed the services of this most versatile of experts in the field of physical education.

What did he have to do? Nothing much, except *alone* to found, to organize, to run, to develop, and to expand a department of physical education in a rapidly growing university and furthermore to act as coach (without the title or the honor—just as a matter of course) for each of the sports in its turn, basketball, baseball, wrestling, boxing, hand ball, gymnastics (practically everything except football), while at the same time personally conducting classes for all men students in physical education as such. How he stood the physical strain of it

all during these years is a mystery; yet he seemed to thrive on it.

While he was actively interested in all sports, basketball more than any other one in particular seemed to capture his interest and appeal to his imagination. The game had not been invented or devised until just a few years before the Doctor became affiliated with the University. So he alone brought it to the campus, introduced it to his classes, and then began developing intramural and intercollegiate teams. In 1897 his team played only one intercollegiate match, beating Macalester College, 11 to 9. It was not until 1899 that he could secure games with opponents outside the state. In that year he won from Iowa, 13 to 4, and from Wisconsin, 18 to 15.

At the beginning neither the number of games played nor the character of the opposition was such as would justify styling the victorious teams champions, but in 1901-02 he played a season of fifteen games, including Yale, Nebraska, Iowa, and Wisconsin, without the loss of a single contest, clearly a 1.000 team. Again in 1902-03 he won the complete program of thirteen games and then in 1903-04, not satisfied with Midwest triumphs, he took his team on a national jaunt to the Atlantic seaboard, playing nine games enroute, from January 22 to February 1, or nine games in eleven days, including such sterling opposition as Purdue, Ohio State, the University of Rochester, Cornell University, and Williams College. These particular teams were clearly the strongest in the East at that time. Yale had previously been defeated, and as Minnesota was recognized as the champion of the West, this trip gave her the national championship.

Dr. Cooke went right on developing team after team until he completed twenty-eight years of continuous coaching. When the record is perused it shows that he had championship teams in 1902, 1903, 1904, 1917, and finally his wonderful 1.000 team of 1919, when he won twice from Indiana, Wisconsin, Illinois, Iowa, and Purdue, by decisive scores, the closest one being the second game with Purdue which ended 26 to 21. Through the entire twenty-eight years only four of his teams had a rating lower than .500, and the percentage average for the entire period was .662.

On March 5, 1924, the M Club sponsored a dinner in honor of Dr. Cooke in recognition of his remarkable service as a coach. All of his basketball boys were there and presented him with a regulation size silver basketball on which were engraved the names of every player who had earned an M on

any one of the twenty-eight teams. The M Club presented a handsome gold watch and the Athletic Committee awarded an M blanket and an honorary M. Dr. J. C. Litzenberg, formerly a colleague of Dr. Cooke on the physical education staff, wrote and read the following poem which well expresses the affection all his friends bear him.

Our Veteran Coach

There are lots of good doctors,
But only one "Doc,"
Our Doctor, good Doctor,
"Doc" Cooke.

There are lots of good coaches,
But only one "Doc,"
A thousand per cent
Our Doctor, good coacher,
"Doc" Cooke.

There are lots of good winners,
But only one "Doc,"
The same, win or lose,
Our Doctor, fair winner,
"Doc" Cooke.

There are also good losers,
But only one "Doc"
Could lose by one point
With a smile. Good loser,
"Doc" Cooke.

There are lots of good sportsmen,
But only one "Doc"
No alibis had.
Our Doctor, good sportsman,
"Doc" Cooke.

We have lots of friendships,
But no other friend
Is quite like our "Doc."
Our Doctor, so friendly,
"Doc" Cooke.

There are lots of good doctors,
Fine coaches, fair winners,
Good losers, friends and sports,
But only one "Doc"
Combines all in one.
Our Doctor, "good old Doc,"
"Doc" Cooke.

The Doctor is tall, angular, lean, muscular, without an ounce of superfluous flesh, quick as a cat, possessing tremendous nervous energy, is exceptionally strong for his weight, an expert himself in all the sports he has taught, even today at sixty-three, with very few exceptions, cleaning up all comers in squash racquets, and ready to try out any new sport or idea that may be in the offing.

Dr. Cooke has exerted a splendid influence upon his students and colleagues. He has always been a pillar of the Baptist Church, and an intimate friend and counsellor of the Y. M. C. A. He has invariably led a campaign division in the annual drive for

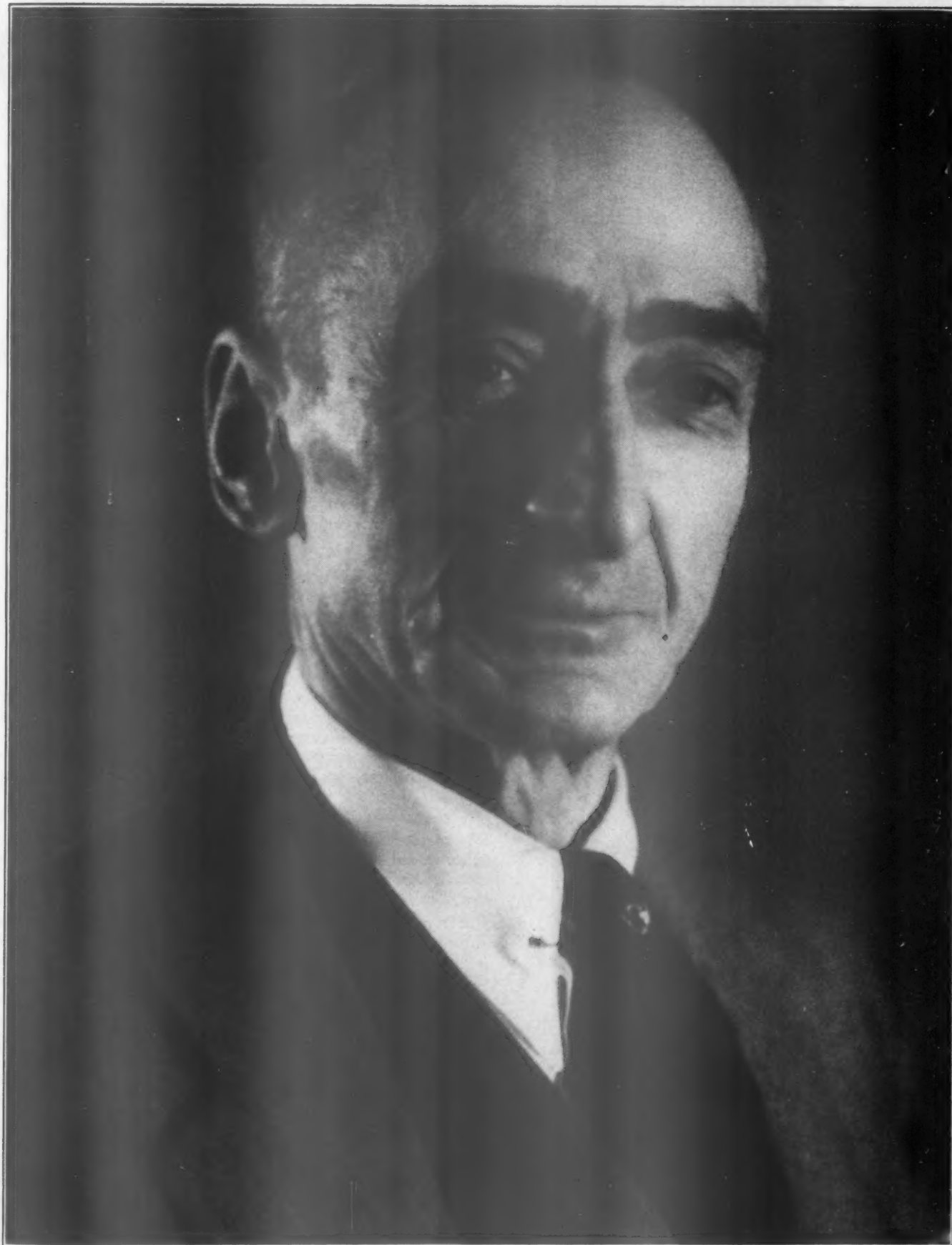
funds, but better than all this he has possessed in a marked degree that spirit of unselfish interest in all worth while projects that has endeared him to those in search of dependable co-workers in any deserving cause. Does the church need more funds? "Get Dr. Cooke to captain a team in its behalf." Is the Community Fund lagging in certain areas? "Dr. Cooke, won't you come to the rescue?" The Faculty Women's Club is creating a Loan Fund. "Get Dr. Cooke to head up the minstrel show that will bring in the shekels." Does a student feel that he has been mistreated? "Go, talk it over with Dr. Cooke." And so on, ad infinitum. Does *anyone* have a burden on his heart? Ten to one, he will talk it over with Dr. Cooke and be absolutely certain of a sympathetic hearing, and come away with an optimism that generally effects the cure.

Dr. Cooke as a toastmaster at a banquet is a riot. Quick at repartee, a flash with inspirations, he has the crowd in an uproar at the start. He appreciates jibes at himself, but the jiber takes his life in his hands, for "Doc," as the boys say, is "right there with the come-back." The number of functions at which he has presided is legion, and the best compliment is that so many of these organizations insist on his repeating. His genius lies in his originality. It matters not how others have done things. He does them the Cooke way, and it's always a mighty clever way.

"Doc" has always been a great show man. In the early days he conceived the idea of putting on a University circus with the old Armory as the big top—the proceeds to be used to buy equipment for the Gymnasium—and these were works of art. In 1913 he staged his last great circus in the interest of the Minnesota Union. The show ran two full days with four performances, including some masterly demonstrations in tumbling and other gymnastics that were a revelation. The entire exhibition, besides being entertaining and instructional to a marked degree, was a demonstration of rare organization ability. The animals in the side show were truly Biblical in character, there being "nothing like them in the heavens above, the earth beneath, nor the waters under the earth."

"Doc's" course in personal hygiene is never forgotten, and wherever alumni go, from Podunk to Timbuctu, there his style and his quaint and pungent way of saying things, as well as much of the content, are remembered. For years he gave every enter-

(Continued on page 47)



DR. LOUIS J. COOKE

R. E. PETERS,
NORTH EAST
HIGH SCHOOL,
KANSAS CITY,
MO.



PIERRE F. HILL,
HEAD COACH,
WARREN G. HARD-
ING HIGH SCHOOL,
WARREN, OHIO.



FRANK COFFEY,
DIRECTOR OF ATH-
LETICS, HIGH
SCHOOL, HURON,
S. D.



HOWARD WOOD,
WASHINGTON
HIGH SCHOOL,
SIOUX FALLS, S. D.



Helps and

FOOTBALL and

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The Place of Sports in High Schools

By R. E. PETERS

NORTHEAST HIGH SCHOOL, KANSAS CITY, MISSOURI

THE attitude of our student bodies towards athletics in some high schools, colleges and universities at the present time is causing considerable worry along the front in varsity sports. Many causes are listed to show why in some cases our boys and young men are losing interest.

This situation does not exist to an alarming degree in our larger high schools. At the present time there are more boys trying out for our teams than ever before, and a larger percentage of them remain out for the entire season. The student body is supporting our teams in a fine way. School officials are more in sympathy with our program than ever before.

I believe the attitude of physical directors is largely responsible for this. They have come to realize that our high school sports should be a definite part of our educational program.

Some of the criticisms made by school authorities are worth considering. They say we are spending too much time on a few boys and that school work is interrupted by long trips. When games are on our home field, or court, they feel that the entire student body is disturbed in their work; especially is this true if the visiting team brings a crowd. They feel we are putting too much stress on winning rather than on the big lessons to be learned from participation in the games.

Conditions that justify these criticisms on the part of school officials are found in many of our schools, particularly in the smaller towns where school is dismissed early for games and where it is necessary to go away from home to get competition. Many small schools play thirty to thirty-five games of basketball before they enter the various tournaments. There is some justification for this when we realize that many of the extra curricular activities and social functions found in the larger schools do not exist in the smaller schools.

Our schools will always need our varsity sports, our big muscle games, but we must not lose sight of the fact that games and sports for the entire student body should be encouraged. Basketball is an ideal sport for this wide-spread

d Hints *on* Coaching

d BASKETBALL

est *High School Coaches*

participation because of the small amount of equipment needed, the great number of courts available, and the universal interest in the game.

Teams for all sizes representing clubs, classes, societies and other organizations within the school should be organized and regular schedules carried out. The varsity team should stand at the top and be the ultimate goal toward which all participants strive. The varsity team is usually made up of boys graduating from these groups. Eight or ten games before the district or state tournaments should be enough competition. These games should be played on Friday or Saturday nights with no time taken from school work by players or student body.

When teams are losing, one frequently hears their coaches jokingly remark that they are teaching character. Of course coaches realize that, winning or losing, they are teaching character. The degree to which they are emphasizing the finer things in our sports is determined by their attitude toward the whole idea of competition, and whether or not they are consciously striving to teach their boys good character traits found so abundantly in the sports.

The adolescent boy needs team games that desirable traits may be emphasized. During this period he needs activity that will employ his leisure time and afford definite goals toward which he may strive. The physical and moral training demanded of him by the very nature of the sport is wholesome. He will obey the rules of training, and will sacrifice to the limit that he may become a member of a class or school team, and he will do this because he is interested in the game.

School authorities are not so much interested in how many games are won as they are in how the sport is conducted. They are anxious that the entire student body make a wholesome response to the sport. They are anxious to see all boys competing on teams. They are insisting that the sport be carried on just like any other function of the school. They insist that the boys representing their school on the teams live up to the high ideals of the sport.

The high school coach naturally wants to win, but he does not feel the pressure from the outside demanding that he win. For this reason he is free to teach his sports as they should be taught—for their character training values and the joy of playing. Whenever a coach demands so much of his teams that all joy of playing is eliminated he is missing the real objective of all sports. Give all the boys a chance to participate in the various sports that they may receive



E. B. WEAVER,
HIGH SCHOOL,
TOPEKA, KANS.



L. F. KLEIN, DI-
RECTOR OF ATH-
LETICS, HIGH
SCHOOL, CRETE,
NEBR.



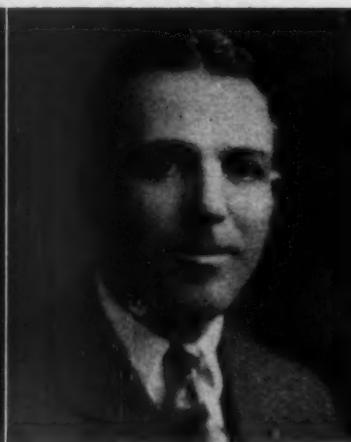
ED HIGGIN-
BOTHAM, HIGH
SCHOOL, BEA-
TRICE, NEBR.



CARROLL H.
SMITH, DIRECTOR
OF ATHLETICS,
HIGH SCHOOL,
ELDORADO, KANS.



C. C. RUSHTON, GRAVERAET
HIGH SCHOOL, MARQUETTE,
MICH.



EARL Y. SANGSTER, HIGH
SCHOOL, AUSTIN, MINN.



RUSSELL HALL, HIGH
SCHOOL, AITKIN, MINN.



H. L. FISHER, FOOTBALL AND
BASKETBALL COACH, HIGH
SCHOOL, BOONE, IOWA.

this valuable training. Some will be varsity material for your teams; others will be interested and intelligent spectators.

Handling a Basketball Team on the Road

By HAROLD "BUD" FISHER
BOONE, IOWA, HIGH SCHOOL

EACH year the basketball courts are becoming more nearly standardized, a fact which lessens the problems of the average high school coach. There is still, however, a big disadvantage for the team that plays on the court of its opponent.

With the courts of regulation size, two baskets on each end the same distance from the floor, the average fan fails to understand why the visiting team is at a several point disadvantage. However, a coach who happens to have a road series coming up will readily agree that he is at a distinct disadvantage.

The main cause for these differences is that the average high school boy feels a certain sense of security when playing before the home crowd, surrounded by conditions to which he is accustomed. Away from home, before strange faces, screaming fans and blaring bands, he tends to develop an inferiority complex. With lights that reflect differently, with a floor that is slightly slower or faster to his dribble, there is little wonder that, with the nervousness that is bound to accompany any game, a sixteen, seventeen or eighteen year old boy will not play his best game.

Boone is a member of the Bix Six Conference. This Conference plays a double round-robin schedule each season. So we play on the same floors year in and year out. We try to carry younger boys as reserves who will play in the next season or so. In this way our players know ahead of

time what the court looks like, where the dressing room is, how far from the hotel the gym is located, etc. Thus, when the boys become regulars they at least know something about the place in which they will play, and after a fashion at least this tends to lessen the strangeness of the game.

Very few of our trips are more than three hour rides. We travel by special bus; thus our squad is always together. The manager arranges to have our meals served to us at one large table. The boys develop real friendships being together this way, and tend to build up the mob rule spirit. We carry this out all the way on our trip. We usually carry ten or twelve players, a trainer, a manager, and the coach.

The handling of the team after arrival in the town where the game is to be played is also a very important point that must not be overlooked. Many coaches disagree greatly on this point. We usually plan to arrive at the scene of the game about five hours before game time. We go immediately to the dressing room, where the trainer and manager arrange everything as nearly "Boone-like" as possible. While this is taking place the boys go on the court for a fifteen minute shooting drill, which consists of bankboard shots and free throws. This is a very light drill and affords the boys an opportunity to become accustomed to the floor, baskets and surroundings. The team is then sent to the hotel to rest and eat lunch before returning to the court. We usually allow for a thirty minute drill on the court previous to the game.

Another fine thing we try to encourage is for the boys to become acquainted with the opponents. We find that a boy will play better against some one with whom he is acquainted. The boys enjoy meeting rival friends, and they enjoy their visit to the town much more if they are expecting to

see some one they know. The boys are bound to have more confidence in themselves and their team mates if they are among friends.

Team and Individual Spirit

By E. B. WEAVER
TOPEKA, KANSAS, HIGH SCHOOL

AFTER ten years of coaching and experimenting with individuals and teams, I have come to the conclusion that of the many things which go to make up a good football team, which include fundamentals and the rudiments of the game such as speed, shiftiness, blocking, tackling, charging and the many finer fundamentals, the one greatest element of them all is spirit, individual and team.

Boys vary considerably in their make-up, both mentally and physically, but regardless as to the make-up of the individual there must be one thing in common and that is the individual and team spirit, that unseen element which penetrates into the heart of every player and makes the boy want to play the best game possible. He must sacrifice self, if need be, for the betterment of the team and when teams become inspired with the same sacrificial element which made the American soldier stay by his guns at Valley Forge then that team will carry on in victorious style.

A team may play brilliantly, with speed and the finesse of the highest type, and yet lose the game. When this happens it is generally to a team as brilliant and fast but with the combined efforts of greater man power and team spirit.

It has been particularly interesting to see how the boy will respond to the proper handling. What a big difference this makes in his playing!

Coaching is not just the ability to



WARREN E. KASCH, DIRECTOR OF ATHLETICS, HIGH SCHOOL, ST. CLOUD, MINN.



CLYDE KNAPP, DIRECTOR OF ATHLETICS, HIGH SCHOOL, FREMONT, NEBR.



CLARENCE LITTLE, DIRECTOR OF ATHLETICS, HIGH SCHOOL, MANHATTAN, KANS.



R. H. WHITTAKER, FOOTBALL COACH, HIGH SCHOOL, SANDUSKY, OHIO.

teach the proper plays, their execution and the proper fundamentals, for a team may be ever so well schooled in these things and yet play only a fair game. There must be in addition the proper kind of spirit built up by weeks of careful planning and the proper handling of each individual on the team, and this moulded into a team spirit that will not permit failure.

Mother's Night

By L. F. "Pop" KLEIN
CRETE, NEBRASKA, HIGH SCHOOL

PERHAPS one of the things that has been most helpful in my coaching experience here has been the installation of what we term "Mother's Night."

High school boys in a small town are very apt to group together downtown the evening before the game and receive advice from the "downtown coaches" that is apt to ruin the particular psychology the coach has built up for tomorrow's game.

To avoid this, about four years ago we started "Mother's Night"—the night before every game when each player goes directly home from practice and spends the evening at home, not leaving for any reason, and retiring at 9:00 P. M.

I feel that this particular phase of our training rules has been one of the big reasons for our record of no defeats in the past thirty-five games, covering a period of over three years.

Intramural Athletics

By ED HIGGINBOTHAM
BEATRICE, NEBRASKA, HIGH SCHOOL

INTRAMURAL athletics offer opportunity to the high school coach to develop future varsity players and to give all boys an opportunity to participate in the different sports.

Intramural athletics may be used as a training process for those who are ambitious of making the varsity team by serving as a way in which the boys may gain the actual playing experience and a proper training in the fundamentals.

All of the activities should be supervised and under efficient coaches who can instruct the players by pointing out errors and good performances. In all programs there should be provision made for practice periods on the fundamentals of the games.

All participation should be on a voluntary basis, but at the same time all boys should be encouraged to enter in the various activities.

The basis of competition is an important item in the organization of intramurals, as all competition should be as well equalized as possible, using units that will tend for natural rivalry such as home rooms and class, or grouping by some method of classification as to age, weight, height and grade, or a combination of these.

The best goal of competition for players to work for is a team or individual championship and recognition of it. Some little award, such as a ribbon properly printed, a banner or trophy cup, is suitable.

Realizing that all cannot be champions, it is a good plan to give as much publicity to all contestants as possible, especially to those making outstanding performances.

It is desirable that physical education and athletics should be a program for the young which will secure health as a by-product while the pupils are being guided in the doing of things which will result in the acquirement of mental, moral and social benefits.

Intramurals may contribute to the harmonious development of the interests, capacities and abilities of the

individual by means of natural activities during childhood, and abundant interests, ideals and habits for a healthy, useful and therefore happy adult life. The first will lead naturally into the second.

Football and Track

By R. H. WHITTAKER
SANDUSKY, OHIO, HIGH SCHOOL

IN speaking of high school athletics, I firmly believe that track is the basis from which the major high school sports, namely, football and basketball, derive their success. Through close study you will find that the schools that usually turn out fair track teams generally have good football and basketball teams. I believe that the training which a boy receives in the various events that make up track has more to do in developing co-ordination and putting the boy in good physical condition than any other training he may receive.

Early in the spring I issue a call for spring football and usually have a large turnout of boys. The first two weeks are devoted almost entirely to conditioning exercises, the workouts being held inside if the weather is bad. With the first good weather, football shoes are given out and we have light football drills such as passing, kicking, running and a few fundamentals mixed in. None of the drills are hard, as the boys are not rugged and strong at this time of the year as they are in the fall after spending the summer out-of-doors in the sun and most of them doing manual labor.

While these light football drills are being held we are working more all the time into track and the various field events until more time is being devoted to the spring sport than to football. The boys unknowingly devote more of their time to track and

what spare time they have they devote to kicking and passing. Finally as the boys find themselves in the various track events, they are given regular prescribed workouts with the view of developing a representative track team. If a boy can learn to get away fast, if he can learn to take a hurdle in fair form or acquire the necessary co-ordination for any of the various field events he is bound to develop.

In working your spring football together with track you will have better control over the boys than if you had only four weeks of spring football and then let the matter drop until the next fall. The boys are working out from the middle of January until school closes; they have to keep in good standing scholastically if they want to participate in track, and that at the same time keeps them eligible for the next football season.

Plenty of running, short sprints, fast starts and the co-ordination that a boy has to develop in any of the field events will make a football player if the boy has the necessary make-up inside of him.

The Defensive Fullback

By PIERRE F. HILL

WARREN G. HARDING HIGH SCHOOL,
WARREN, OHIO

ONE of the most important positions on the defense is the defensive fullback, especially when the seven-man line with a 1-2-1 defense in the backfield is used. The fullback in this type of defense is supposed to take care of both sides of the line, as well as the short territory on the strong side for passes.

This assignment is very difficult unless the fullback, by some means or method, can tell at a glance just where the play will end. In other words, the ball may be passed around in the offensive backfield one, two or three times and perhaps end up as a lateral pass. These plays, of course, are built to outsmart the secondary as well as the line, and the key-man to get by is the fullback.

How can the defensive fullback take care of these plays and be in front of them wherever they end? I find he can very easily take care of this situation by watching the offensive guards. Always one and sometimes both of these guards will pull out and lead the interference on all plays that go outside of the defensive tackle, and, regardless of what happens in the offensive backfield, if the defensive fullback watches these guards and goes where they go, he will always be in front of the play.

In case of a pass, where the guards pull out, the defensive fullback can

distinguish the pass from a run by the action of the guards. If they come out fast and low, staying close to the line it is always a run; if they come out looking sharp and on the alert, dropping back from the line of scrimmage, it will always be a pass. If the guards do not pull out, you will find the play always going inside of the defensive tackle. In case of a defense such as a 6-2-2-1 or a 7-2-2, both of the men backing up the line should watch the guards.

I might also add a hint for the weak-side ends on defense. How can an end on the weak-side tell at a glance if the offensive play is a reverse? There is just one man on the offensive team that will always give this play away and he is the wing-half on the strong side. If this man starts to the weak side, the end on that side on defense should become alert and expect the play at him. In other words, the weak-side end on defense should always keep his eye on the wing-half on the strong side, so as not to be sucked in and have a reverse go around him.

The Boy, Not the Game

By HOWARD WOOD

WASHINGTON HIGH SCHOOL, SIOUX
FALLS, SOUTH DAKOTA

TWENTY-FIVE years of coaching and watching high school football have proved to me that it is the boy, not the game, that counts. A tradition has been built up here in which the parents heartily co-operate. The squad has never been cut; every boy is given an opportunity to prove his real worth. The boy dropped from the squad loses confidence, while the one chosen early in the season may gain overconfidence—two bad features.

Mistakes may be valuable. If a boy who makes a mistake is removed immediately from the game, failure is stamped on his mind; if allowed to remain to rectify his error, a great victory is won for the boy. In case of a bad play by one of our boys the remainder of the team get to him and with kind words and a slap on the back urge him to forget it, and at the same time assure him that all are going a little harder to make up for the mistake. This makes for wonderful spirit and morale on our team.

Many boys' spirits have been broken by constant nagging on errors till they mechanically repeat them, when a kind or encouraging word from the coach, a clear portrayal of the right way, would insure correct performance.

Hard work, strict discipline and criticism that is constructive, not destructive, will build men and a good team.

Schedule Making in a Small High School

By RUSSELL HALL

AITKIN, MINNESOTA, HIGH SCHOOL

EVERY year the high school football coach is confronted with the problem of lining up his next year's schedule. Sometimes it is easy to line up a seven or eight game schedule and sometimes it is very hard to card that many games. In the larger cities and towns of a state, conferences and leagues are formed and committees draw up the schedules. But we can't all belong to leagues and conferences; so it rests upon the coach to draw up his schedule as best he may.

Before forming the schedule he should take into consideration his material and his opponent's usual strength. In fairness to his boys he should not offer them as a sacrifice for larger schools to "warm up" on, unless he is confident that they can take care of themselves.

My experience has been in a high school with an enrollment of from 100 to 150 boys. Most of our games are played with schools who have from one to three times as many boys enrolled. For the past years we have had very successful football seasons, which success, I believe, was due a great deal to the arrangement of the schedules. I would like to pass on these suggestions on schedule making, and they may be taken for what they are worth.

The first game should come after three weeks of practice, by which time the boys should have acquired some of the fundamentals, have familiarized themselves with the few plays they should have and be toughened for actual competition.

For our first two games we aim to schedule schools of our own size, with the opposition in the next two coming from larger schools. Our big game is the fifth one, and after this comes a game with a school close to our size. The final game is with another large rival and generally comes three weeks after the traditional game. By following this method the coach can work his team towards two hard games each year.

In this section of the country I believe a seven-game schedule is long enough. The last games are played on Armistice Day. When the last is played on that day an easy game should be scheduled the week before. It is too much to ask the ordinary small high school team to play a hard game on a week-end and then play another hard opponent the middle of the next week, if Armistice Day comes then.

Perhaps the best way of making schedules is to have permanent dates, with one or two exceptions, with schools which are natural rivals. In this way the corresponding dates are kept with the same school from year to year, except that the place of the contest is reversed. In this way the task of schedule making is reduced to a minimum.

Kick and Pass Game a Fundamental Developer

By WARREN E. KASCH

TECHNICAL HIGH SCHOOL, ST. CLOUD, MINNESOTA

A PROBLEM confronting any football coach is the teaching of fundamentals in such a way that they are effective and interesting. I have found the Kick and Pass game helpful in developing kicking and passing, and no encouragement needs to be given for playing it.

Following is the game briefly: The ball may be either kicked or passed. One may make certain changes such as scoring and time, depending on what the purpose may be. For football development one member on each side works best, but for intramural or other purposes two or more may play on each side.

The game may be played on a regulation football field or on any similar grounds where there are goal posts. The play is started as in football, one side kicking off from the 40-yard line after a choice of goal or kick. If either a kicked or passed ball is caught in the air 10 yards (steps) forward are allowed. This encourages catching the ball. If the ball is fumbled a penalty of 10 yards (steps) is in order. Once the ball strikes the ground, it is in play where it is touched, providing there was no attempt to catch it. If the ball rolls out of bounds it is put in play 15 yards inside the field as in football. If the ball rolls over the goal line it must be played from the goal line. This allows more possible chances to score. If, however, a try for a goal is attempted and missed the ball goes out to the 20-yard line and put in play by the opponent of the boy who tried for goal.

The scoring system that I use, and which fulfills the aim of the game, is 3 points each for a drop- and place-kick. One point is allowed for a pass and 1 for a punt. All of these attempts must pass over the cross-bar. The playing time for each quarter may center around six minutes with time out for out of bounds and requested intervals.

The game will develop alertness in taking advantage of an opponent off

balance by a quick kick. A pass may be faked in one direction and thrown in another when the opponent is unaware. It will develop speed in trying to down the ball and furthermore it requires good condition of the player.

The best part of the game is the advantage gained in punting. To keep the ball away from an opponent, as well as kicking to the corners, is essential in this game. Occasionally kicking over the opponent's head is as fruitful as in real football. In this way placement of kicks is learned under actual conditions. The player must mix passing and kicking in order to keep his opponent in his place. Passers soon get speed, distance and accuracy in their throws. Then, too, rewards will come in the form of accurate drop- and place-kicking, since the scoring is greater from this type of kick.

The most noticeable improvement will come after one year of play in this game. The game may be played spring, summer and fall, which means that each boy has time to improve in his own part of the game.

Six Hints for the Football Season

By CLARENCE LITTLE

MANHATTAN, KANSAS, HIGH SCHOOL

I. Scholarship—

Scholarship is the main reason boys are in school. So this should be the foremost principle of any athletic department. A weekly report is received from the principal's office giving the scholastic standing of each athlete. This is posted on the athletic bulletin board; by this method the boys sense the importance of their scholastic standing and take personal pride in their report, especially when the reports are good.

II. Training—

Stress and enforce training rules, and one of the most important is plenty of sleep. During the season a nine o'clock regulation for all squad members is put into effect, with eleven o'clock for Saturday and Sunday. Phone numbers of the boys are posted with the athletic department and they all know I have the liberty to call and wish them a pleasant sleep. By chance, if one should be detained after that time, he is to call upon his return and a good explanation is proper the following day.

III. Skull Practice—

Our practice time on the field is limited by our school schedule; so skull practice is held for the varsity squad in a class room one night each

week during the entire season from seven to eight-thirty o'clock. Rules, signals, offense, defense and football problems are carefully considered. During the first five weeks of the season a written copy of all plays is handed in. These papers are corrected and returned at this time.

IV. Requirements—

We have three principal requirements necessary to make the varsity squad: speed, blocking and tackling.

V. Formation—Signals—

Two definite formations plus the punt arrangements are used. For the first formation, the foundation of the offense, a digit system of signals is used. The second formation is called Manhattan, and the plays are named for members of the team, such as Captain Nelson, Flick Special, Conwell, and C. H. L. The boys will hustle just as well and perhaps a little harder to make Manhattan—Captain Nelson a success.

VI. One Game Schedule—

The team is never pointed for certain games on our schedule. Only one game at a time is considered as though that Saturday were the only and last game of the season. It is demanded that each player be at his best and play in such a superior way that he will be a surprise to himself as well as to his team mates.

Training Quarterbacks

By CARROLL H. SMITH

EL DORADO, KANSAS, JUNIOR COLLEGE AND HIGH SCHOOL

THE day when every football player aspired to be a quarterback has passed. Nowadays, it takes so much study and hard work to become a quarterback that many players are inclined to shy away from the position. Hence the coach must carefully select his prospective field generals and train them into the type he needs.

The successful coach will always make sure he has plenty of reserves for at least these two positions—center and quarterback—so it is doubly important that the coach keep a year or longer ahead in his supply of quarterbacks. At the start of the season, when the regular team has been put to work, the coach should look over his squad and select his prospective quarterback material for the future. He should choose these boys according to the usual qualifications for this position, as well as in line with whatever the particular requirements of his own team may be.

(Continued on page 40)

Methods of Teaching Psychological Skills in Football

By MILTON M. OLANDER
ASSISTANT COACH, UNIVERSITY OF ILLINOIS

Methods of Teaching Psychological Fundamentals

IN the preceding chapters the attempt has been made to describe two distinctive types of fundamentals, namely, mechanical and psychological fundamentals as they occur in the game of football. Furthermore, the attempt has been made to substantiate the opinion that each of these types of football fundamentals is of great importance to the coach, that neither is opposed to or in conflict with the other, and that the organization and instruction of each should be carried on in complementary fashion to the other. It has been indicated that pedagogical methods can be effectively applied in the teaching of mechanical fundamentals in order to hasten their acquisition and mastery. We must now find out whether or not these or other pedagogical methods can be effectively applied in the teaching of psychological fundamentals as well.

A search for information pertaining to the psychological aspects of instruction in the fundamentals of football shows that this phase of the pedagogy of football has been strikingly neglected. Heretofore, the coach has not recognized the existence nor sensed the importance of psychological fundamentals as a means of acquiring integrated game skills as a whole on the part of the player.

We have on the other hand learned that it is advisable to break up the mechanical aspects of the game into certain fundamentals which can be rehearsed in the form of practice drills or set-ups by a group purposely restricted in numbers. Ingenious, resourceful coaches have devised various methods effectively to utilize such practice drills. For example, in order to teach a lineman how to block effectively a practice drill composed of two linemen and a center is arranged. The linemen assume proper stances opposite each other. They are separated by a neutral zone one foot in width. With the snap of the ball the linemen charge toward each other. The offensive lineman attempts to block his

opponent in the latter's drive toward an imaginary ball carrier. The practice drill seeks primarily to aid in the establishment and perfection of the mechanical fundamentals of the stance, watching the ball, charge and proper use of hands on the part of the defensive lineman. Also, the drill seeks to aid the offensive lineman in his blocking duties.

It is true that in this practice drill the defensive lineman learns how to charge effectively into and past his opponent. If he is successful in doing this he has satisfactorily executed the requirements of this particular drill. But in the game he must be able not only to execute the initial fundamental movements acquired in the practice drill but to drive into and if possible through an organized interference of the ball carrier as well. His objective is to tackle the ball carrier. Therefore, his initial drive into and past his opposing lineman, and which in the practice drills constitutes a successful completion of the drill, is but a prerequisite to effective functioning in the final and most important stages of the play.

It becomes obvious that a practice drill concerned entirely with the perfection of a limited set of fundamental movements in the mechanics of the game is insufficient. The supposition that the player, after being carefully drilled in the mechanical fundamentals, will carry over these acquired skills to the game as it is actually played and with as high a level of retentive skill does not hold true in the light of the writer's seventeen years of experience as a player and coach. But irrespective of whether or not a high level of skill is carried over from the practice drill to the actual game, it is insufficient in that the drill does not carry to a successful close its coordination with other skills that go to make up a live-sector or integral part of the game as a whole.

For these reasons we propose a type of practice drill which will not only stress the importance of the proper execution of the mechanical fundamentals but will go farther and actually bring to the practice field a drill that represents an integral unit-

part of the game as it is actually played.

In devising and presenting the following experimental set-ups or practice drills, it has been the aim of the writer to interpret a unit phase of the game as it is actually played in terms of a controlled and measurable procedure. These experimental set-ups represent, therefore, actual unit-parts of the game and not merely preconceived notions of what one feels should occur.

In creating these experimental set-ups, two principles have been used. In the first place, an attempt has been made to pick out and to standardize the smallest pieces of a whole game that could be thus selected without modifying their status as actual game units. We would have been violating one of our descriptions of a genuine psychological fundamental (viz., the transferable fundamental) if we had made these playing units unrecognizable to a practical coach. In the second place, preference has been given to those playing units of the game which, from the point of view of actual coaching experience, have seemed most richly to contain significant moods, attitudes and dispositions, together with visual, auditory and other perceptual skills. In other words, in selecting and in attempting to define a new type of fundamental in football practice, we have tried to keep an eye upon all of the things that were said and implied in the chapter about psychological fundamentals.

Description and Explanation of Teaching Set-Ups

Set-Up for Experimental Study of Indirect Vision and Visual Acuity

This set-up is shown in Figure 1.

A assumes a crouched position just off the outside shoulder of F. In his left hand is a card, face kept downward, with one of the numbers, 1, 2 or 3. With the snap of the ball, A charges across the line three steps. At point B he flashes the card indicating number 1, 2 or 3.

P assumes a crouched position five yards from the scrimmage line with his right foot directly behind and in

RECORD SHEET FOR FIGURE 2

Name of Player	Trial No.	Elapse of time between snapping of ball by C and when ball leaves passer's hand.	Was ball passed to proper man as indicated by number flashed at point B?	Did passer employ proper technique in throwing pass?	Was forward pass successful insofar as passer was concerned?

	Name of Player
	Trial
	Elapse of time between snapping of ball by C to time ball leaves passer's hand.
	Which play was attempted?
	Play carried through as planned?
	If not, was other receiver properly selected?
	Was forward pass successful insofar as technique of passer was concerned?

With the snap of the ball, D, E and F run in any directions and rates of speed they choose. From the start each flashes his card, indicating, 1, 2 or 3. D, E and F frequently exchange numbers.

P passes to the player holding the same number flashed at point B by A. As shown in Figure 1, A has flashed the number 2.

See the record sheets for methods of recording this and other set-ups.

Set-Up for Experimental Study of Forward Pass (Indirect Vision)

This set-up is shown in Figure 2.

Before the ball is snapped by C, P announces which of Plays 1, 2, 3, 4, or 5, as diagrammed in Figure 2, is to be attempted. It will be noted that the path of each receiver is previously determined, as is also the intended receiver. This situation is comparable to the forward pass play in which the receiver is already chosen.

The passer in such an instance is instructed to throw to the previously selected receiver unless a defensive player is in position to intercept or deflect a pass. However, inasmuch as no defensive players are employed in this experimental set-up, the intended-to-be receiver is instructed to indicate by a signal of the arm whether or not the ball should be passed to him or to one of the other eligible receivers. If the receiver makes a decisive lateral movement with either arm, the ball should be passed to the other eligible receiver who is in the best location to receive the ball. If the intended receiver does not otherwise indicate, the forward pass should be made to him.

With the snap of the ball, defensive lineman A charges across the scrimmage line in a determined attempt to hurry the passer. He should not, however, cause bodily interference.

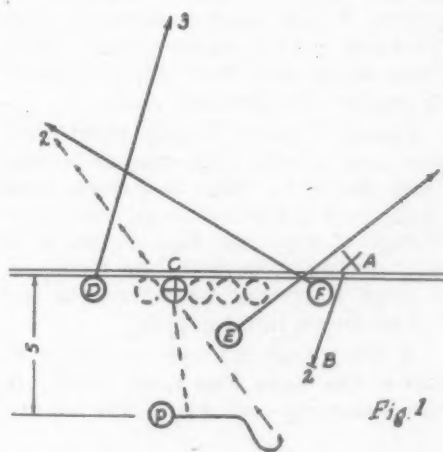


Fig. 1

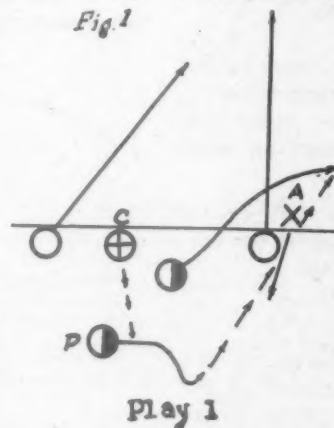
Set-Up for Experimental Study of the Use of Charging Signals

See Figure 3.

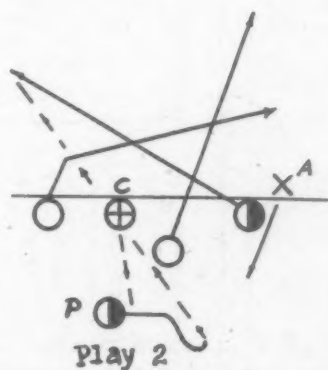
A assumes a lineman's proper offensive stance directly opposite defensive player B. A neutral zone of one foot in width separates them. C, center, assumes a position to the side and three yards to the rear of A. This is necessary so that A must depend entirely upon his hearing.

B, the defensive player, is instructed to charge forward into A when C snaps the ball. D calls the charging signals. Single digits are used in calling the signals.

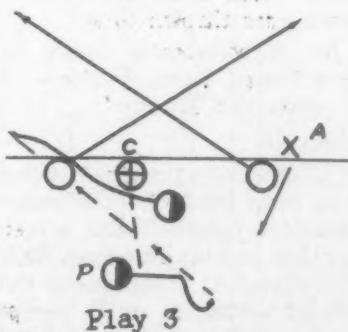
Any one of the following conditions



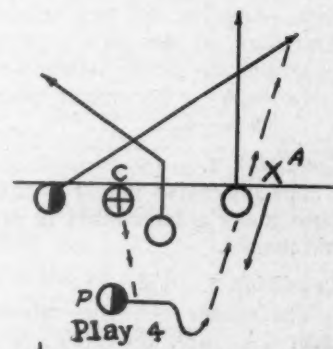
Play 1



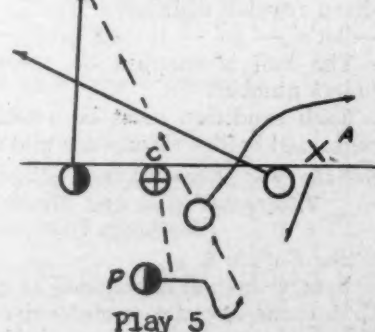
Play 2



Play 3



Play 4



Play 5

Fig. 2

RECORD SHEET FOR FIGURE 4

Name of Player	
Trial	
Which condition was used?	
Elapse of time between center's snap of ball and charge of A.	
Did A anticipate charge by slight movement before ball was passed?	
Number of times condition was rehearsed previous to conduct of experiment.	

	Name of Player
	Trial
	Which path was pursued by A?
	Did X successfully defend against forward pass?
	E lapse of time between indicated action of A and resultant reaction by X.

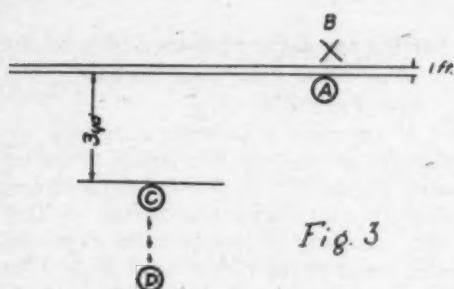


Fig. 3

Condition 1.

(7 — 6 — 3 — 2 — 4)
second fourth

- (a) Inflection even.
- (b) Inflection uneven—voice raised on selected charging number.
- (c) Inflection uneven — voice lowered on selected charging number.

Condition 2.

(7 — 3 — 6 — 4 — 3.....)

Condition 3.

(4 — 6 — 3) uneven pause (7 — 9 — 4.)

Condition 4.

The defensive player B may at any time make a false start to draw A off his marks.

Condition 5.

The ball is snapped on *second* or *fourth* number.

Each condition must be sufficiently rehearsed before results are measured.

Set-Up for Experimental Study of Indirect Vision and Motor Flexibility

See Figure 4.

Before the ball is snapped by center C, A turns his back to defensive back X and indicates by fingers whether he will pursue paths 1, 2, 3 or 4.

Passer P starts to the right with the snap of the ball, catches a pass from center C, takes two steps, then drops back to point G to forward pass. P may at any time fake a pass at G and run with the ball. In this case, X must start wide to the outside and not be drawn into the play.

X must keep his eye on passer P, and at the same time react quickly to the maneuvers of A. Above all, he

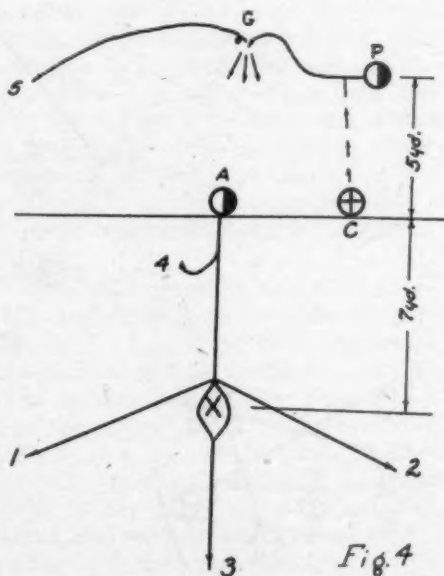


Fig. 4

must not allow A to outrun him. X must either knock down or intercept the forward pass thrown to A.

Set-Up for Experimental Study of Indirect Vision, Rates of Movement and Timing

See Figure 5.

Center C assumes a proper offensive position to snap the ball. On either side is placed a perpendicular screen three feet high and ten feet long. This serves to prevent C from seeing the movement of either A or B except through the aperture between the screens.

A assumes a correct offensive position one yard from the line of scrimmage, and at a measured distance from C. This distance is dependent upon the placement of the offensive linemen in the formation to be employed.

Before the play is to begin, A informs the center C on which charging number the ball is to be snapped and whether he is to continue moving laterally as indicated by 2 or drop back to 3. The ball is to be snapped on the fourth or sixth single digit called. The use of charging signals is imperative inasmuch as A is located in such a position that he cannot see the ball, nor can C see the start or movement of A.

Immediately following the preliminary call of *ready*,—A begins calling the charging numbers.

(Example — 2 — 6 — 4 — 3 —
5 — 7 — 8.) fourth
sixth

If A has indicated to center C that he is to move laterally as indicated by the path 1 — 2, then C must time the pass so that A receives it between the radii $R - R'$. Additional radii can be described within the sector to indicate at which point the ball was received by A.

If a forward pass is to be made by A, center C must pass to point 3, which is five yards behind the line of scrimmage and directly behind or slightly to the right of the center.

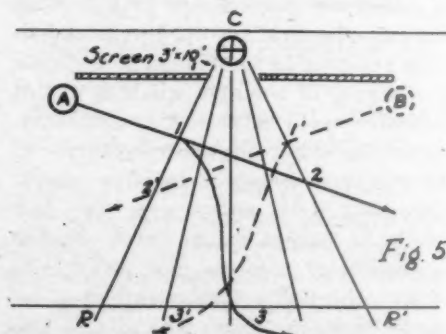


Fig. 5

Conditions

1. A calls charging numbers irregularly and with no attempt of uniformity and regularity of cadence.

2. A calls charging numbers in steady, moderately slow, regular cadence.

To be employed under 1 and 2.

- A moves quickly to point 1, then proceeds at slow, constant rate.
- A moves as quickly as possible throughout entire course.
- A moves at moderately slow, steady rate from start.

Note—Same arrangement should be used as in foregoing if B is in motion.

Set-Up for Experimental Study of Indirect Vision and Visual Acuity
See Figure 6.

Center C passes the ball to P, the punter who is stationed ten and one-half yards behind the line of scrimmage with his kicking leg in a line directly behind the ball.

Defensive lineman X assumes a proper crouched defensive position on the line of scrimmage six yards from the ball. With the snap of the ball he charges in toward the spot from which the ball will be kicked, but veers off to the side to allow the punter to kick the ball. This corresponds to the action of the defensive lineman in hurrying the punter under regular scrimmage conditions.

With the snap of the ball both ends, A and A', run down the field. Each

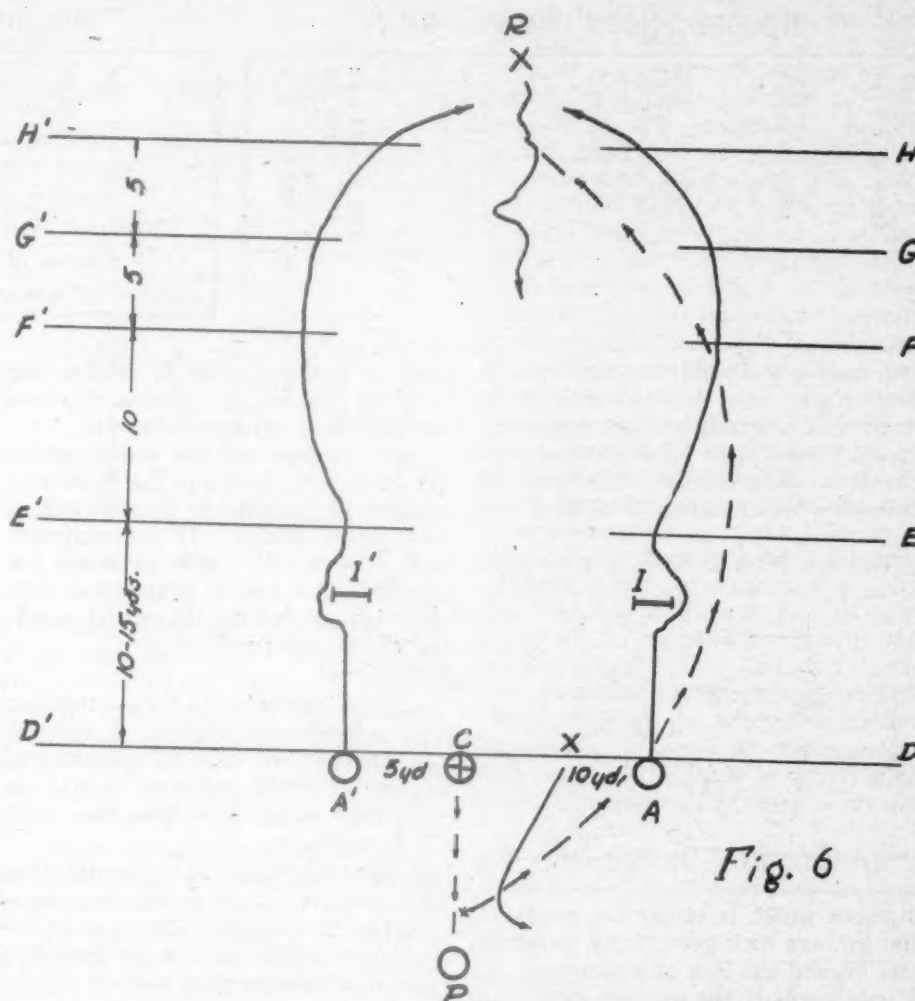


Fig. 6

RECORD SHEET FOR FIGURE 5

Name of Player.			
No. of trial.			
Path pursued by A (or B).			
Which charging number was used, four or six?			
A moves quickly to 1, then proceeds at slow constant rate.		Numbers called irregularly with no attempt at uniformity and regularity of cadence.	
A moves quickly through entire course.		Numbers called in steady, moderately slow, regular cadence.	
A moves at moderately slow steady rate from start.			
A moves quickly to 1, then proceeds at slow constant rate.			
A moves quickly through entire course.			
A moves at moderately slow steady rate from start.			
Were center's pass and movement of A co-ordinated satisfactorily?			

RECORD SHEET FOR FIGURE 6

Names of P, A, A' and R.	Trials				
	1	2	3	4	5
Elapse of time between catching of ball by punter and thud of ball against toe.					
Distance of A from D D' at instant R catches ball.					
Distance of A' from D D' at instant R catches ball.					
Elapse of time between snap of ball by center and catch by R.					
R is instructed to focus attention entirely on flight of ball throughout its entire flight and not become aware of A and A' until after ball has been caught.					
A. Catch successful?					
B. Distance of return by R before slapped on thigh by A or A'.					
R is instructed to focus attention upon A and A' as much as possible, thus sensing the point of descent of the ball by the directions of movement of A and A'.					
A. Catch successful?					
B. Distance of return by R before slapped on thigh by A or A'.					
R is instructed to focus attention upon flight of ball during its entire flight and also upon movement and positions of A and A' in view of making a sure catch and carrying ball towards opponent's goal most effectively.					
A. Catch successful?					
B. Latest observed position of A's arms.					
C. Latest observed position of A's arms.					
D. Distance of return by R before slapped on thigh by A or A'.					

RECORD SHEET FOR FIGURE 7

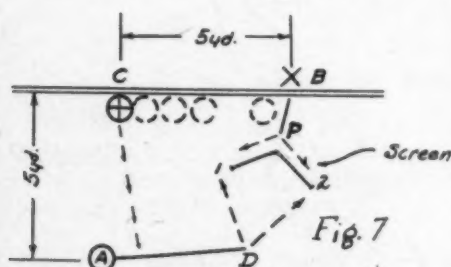
Name of Player	No. of Trial	EIapse of time between snapping of ball by center to time B reaches point P.	Did B make correct choice of directions?	Did B tag thigh of A before he reached scrimmage line?

RECORD SHEET FOR FIGURE 8

Name of player.	Trials
Time elapsed between time of snapping ball and arrival at finish line.	
Number indicated at B.	
Number of boxes to be stepped into.	
Number of boxes omitted.	
Number of wrong boxes stepped into.	

end must run directly at the hurdle 1 or 1' placed at a position directly in front of him, and, without lessening speed, push it over by employing only one arm. The hurdles correspond to defensive backs employed to block the ends.

The run from D to E is a variable



distance which is either ten yards, if the average kick goes thirty yards or less beyond the line of scrimmage, or fifteen yards if the average kick goes more than thirty yards beyond the line of scrimmage. It is deemed advisable to have this variable distance at the start rather than at the end, inasmuch as the critical testing period of the indirect vision as well as the visual acuity of the punt receiver is just before he catches the ball.

Both ends, A and A', assume different positions with their arms, except during the first segment of their runs from D to E, when both extend their arms horizontally to the sides. Between E to F or E' to F', a distance of ten yards, the arms of A extend down close to the sides, while A' extends both arms forward at shoulder height. Between points F-G and F'-G', A extends both arms forward at shoulder height, while A' raises his right arm directly overhead. Between points G-H and G'-H', A extends his left arm directly overhead, while A' extends both arms forward at shoulder height. A and A' may also change sides.

Lines parallel to D D' are marked on the field extending through points E E', F F', G G' and H H', to serve as aids to A and A' in changing arm positions and also for purposes of time and position measurements.

A and A' are instructed to strike the nearest thigh of R with one hand as

soon as possible after R catches the ball. If the ball is fumbled they are instructed to fall upon the ball.

The purpose of the experimental set-up is, then, to study the powers of receiver R relating to indirect vision and visual acuity. It is important that receiver R is able to detect the positions of A and A' at the latest possible instant before the actual catching of the ball by R.

Conditions:

1. R is instructed to focus attention entirely on the flight of the ball throughout its entire flight and not become aware of A and A' until after the ball has been caught.
2. R is instructed to focus attention upon A and A' as much as possible, thus sensing the point of descent of the ball by the direction of movement of A and A'.
3. R is instructed to focus attention upon the flight of the ball during its entire flight and also upon movement and positions of A and A' in view of making a sure catch and carrying the ball toward the opponent's goal most effectively.

Set-Up for Experimental Study of Visual Acuity and Motor Flexibility
See Figure 7.

Defensive lineman B assumes a proper stance on the line of scrimmage at a distance of fifteen feet from the center. With the snap of the ball he charges across the line to P, which is one and one-half yards from the scrimmage line, and in front of a screen placed as indicated in the diagram. Through the aperture in the screen, three and one-half feet above the ground, B perceives whether the ball carrier A after reaching point D angles sharply to pursue paths 1 and

2. He then reacts to tag a thigh of A when he darts from behind the screen into the open. The screen must be at least six feet in height and twelve feet in length.

Set-Up for Experimental Study of Visual Acuity, Indirect Vision and Motor Flexibility

See Figure 8.

Eleven bottomless boxes, two feet square and six inches high, with tops padded, are placed at irregular intervals in a random line within a distance of twenty yards. In the inside of each box facing the ball carrier A is a number which may be either 2, 3, 6, 8 or 9.

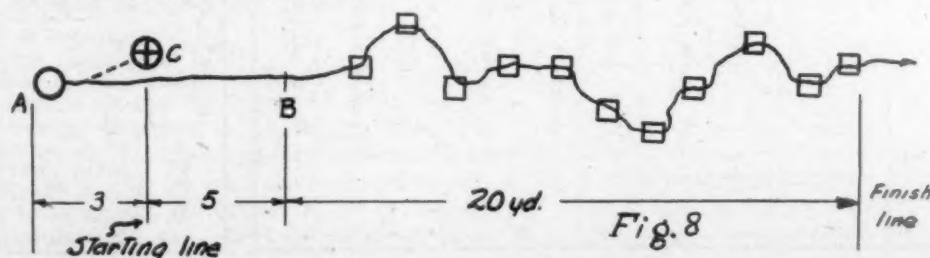
Ball carrier A assumes a correct offensive stance at a point three yards behind the center. He is instructed to start forward to catch the ball as it is snapped by the center C. When A reaches point B, five yards past the starting line, he is flashed a card, the number on which may be either 2, 3, 6, 8 or 9. Before the start the runner may be instructed either to, or not to, step into the box or boxes the number on which corresponds to the one flashed to him at point B.

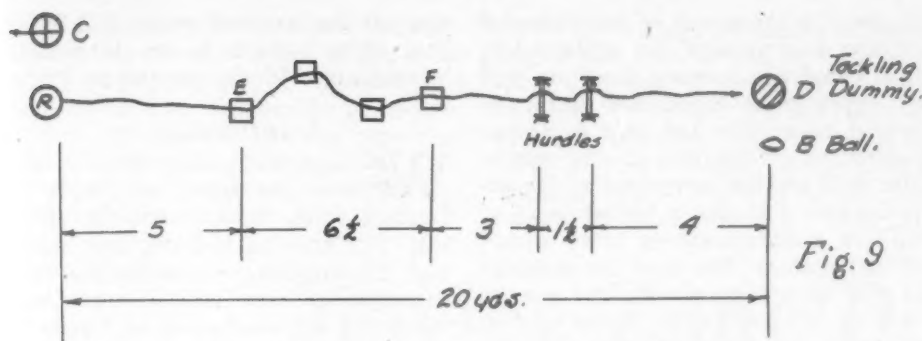
Set-Up for Experimental Study of Indirect Vision, Visual Acuity, Reaction Time and Motor Flexibility

See Figure 9.

The purpose of this set-up is to determine the speed with which a player can step into and run through a group of bottomless boxes and carry out instructions received en route with respect to jumping over or running around two hurdles and either tackling a dummy or falling upon a football.

Four bottomless boxes (two feet square and six inches high, with tops padded) and two hurdles (two feet high) are placed as Figure 9 indicates in an irregular row in front of a





tackling dummy. A football is placed on the ground to one side of the dummy.

With the snapping of the ball by C, runner R, who has assumed a proper offensive starting position, runs as fast as possible toward box E. He is instructed to step into each box.

On the rear, inside of box E, and facing the runner, is placed a card on which is either the letter A or O. The letter A indicates that the runner R should run around to either side of the hurdles placed in his path between the boxes and the tackling dummy or ball. However, if the letter is O, he is instructed to jump over the hurdles.

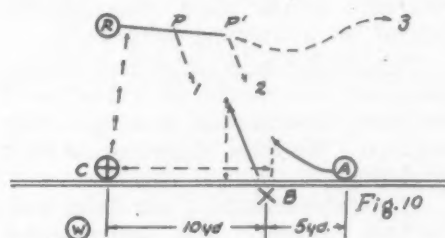
On the front, inside of box F, is placed a card facing in the direction of the hurdles, which bears either the letter D or B. The letter D indicates that the runner R should tackle the dummy, while the letter B indicates that he should fall on the football placed alongside of the dummy.

Set-Up for Experimental Study of Indirect Vision, Visual Acuity and Reaction Time

See Figure 10.

Ball carrier R assumes a proper offensive position at a point nine yards directly behind center C. Upon receiving the ball from center he is to execute any of the runs 1, 2 or 3, the election to be at his own discretion. Immediately upon receiving the ball from C, runner R should squarely face the side line in the direction in which he is to run. If he intends to execute either run 1 or 2 he should angle sharply at either P or P' respectively, whereas if he is to execute run 3 he should feint quickly at P and P' as if he intended to pursue either of paths 1 or 2.

Defensive lineman B assumes a defensive position on the line of scrimmage at a point ten yards from center C. Instantly, with the snap of the ball, he is instructed to charge straight across the line of scrimmage as indicated in Figure 10 and strike the thigh of the runner as quickly as possible. Upon hearing the sound of



a whistle, which may occur at any instant after the ball has been snapped, B is instructed to observe the color of a small card flashed by A from his position along the indicated path, and at that instant also to call aloud the number of the path which he anticipates runner R will pursue.

Blocker A assumes a correct offensive position on the line of scrimmage at a point fifteen yards from center C. As the ball is snapped, A executes a pivot through to the inside and runs toward B from the side and rear. At a signal from W, the whistle blower, who is stationed to the side and rear, A flashes a solid colored card. At the sound of the whistle, A should stop quickly. Thus the distance of the stopping point at which the colored card was flashed may be measured at right angles from the scrimmage line. The linear distance of the stopping point from C should also be measured. Also, the time elapsed between the snapping of the ball and the sound of the whistle should be accurately recorded.

Empirical and Other Data Concerning Use of Teaching Set-Ups

Several samples of the kind of practice set-up which may be called psychological are now before us. The question naturally arises, "What guarantee have we that any of these set-ups will actually do the things claimed for them?"

Of one thing we may be certain. In spite of all that we have said about the need of teaching moods, attitudes and mental stances, the fact remains that the emotional tension of a regular game does not and can not exist on the practice field. It is only on rare occasions, perhaps not more than once a week, that the scrimmage sessions approach the vehemence and emotional intensity of the regular

game. In so far as they do, men will get practice which is in every way adequate; in so far as they do not, a period of training will not be commensurate with the game. In the present state of our knowledge nothing can be done about this.

In spite of this fact, however, there is a certain guarantee that the set-ups which we have described come much nearer to fulfilling the requirements of true fundamentals than any of the so-called mechanical fundamentals. We base our contention that these fundamentals will work upon three sources of information. There is first the fact that they represent the crystallization of coaching methods which have already been successful in developing winning teams. Each of these set-ups described has been precipitated out of the experience of practical coaches who have felt the urgency of the facts described in the third chapter. (THE ATHLETIC JOURNAL, December, 1931.) In the second place, some of the set-ups described have been deliberately and successfully used in the form in which they have been presented above. In the

RECORD SHEET FOR FIGURE 9

Name	Trials
1. Letter in box E? (A or O)	
2. Instruction received in box E carried out correctly?	
3. Letter in box F? (D or B)	
4. Instructions received in box F carried out correctly?	
5. Total number of mistakes in (2) and (4).	
6. Time elapsed between snapping of ball by C to actual hitting of dummy or falling on ball.	

RECORD SHEET FOR FIGURE 10

Name	Trials
Execution by R of runs 1, 2 or 3.	
Time elapse between snapping of ball and sound of whistle.	
Distance of point at which card was flashed by A to line of scrimmage.	
Distance of point at which card was flashed by A to C, measured parallel to scrimmage line.	
Color of card flashed by A upon hearing sound of whistle.	
Distance of B from scrimmage line when whistle sounded.	
Did B call path of R correctly?	
Did B call color of card held by A correctly?	

third place, there is direct experimental evidence with respect to some of the others.

The successful records established by University of Illinois football teams over a period of years have been due in a large part to the effective utilization of these types of psychological practice set-ups. It is significant to note that each of the Illinois practice sessions is devoted to a series of drills which closely approximate game conditions. Various devices, some mechanical and some verbal, are employed to give the set-up drill a realistic game touch. The players are made to feel, by frequent commands and instructions, that they are living through actual game experiences. For example, instructions similar to the following are given the ball carrier or to his team mates, viz., "Twist!" "Reverse the field!" "Go out of bounds—don't be tackled near the side line!" "Quarterbacks, in the game, chances are you'll find their defensive halfback playing about here." "Here we have the ball on the five-yard line; what play will you call?" "Last year at

—— I told A to fake a dropkick and throw a forward pass to B. Instead he called for B to pass to himself; —— knowing that B wouldn't attempt a field goal, retreated and intercepted the pass. That was the turning point of the game." "C likes to play here." "Defensive backs, expect a long forward pass immediately following a fumble recovered by ——." Through these and other similar instances a spirited attempt is made to keep a vivid game situation in the mind's eye of the player.

A set-up similar to Figure 8 in the group presented in this chapter, viz., that of running through a group of bottomless boxes, has been in successful use for several years on the practice field at the University of Illinois. Both coaches and players have reported that it has brought about greater results than any other type of practice drill employed to develop skill in open-field running.

The experimental set-ups diagrammed and explained in the preceding section of this chapter represent, therefore, a crystallization of practical method expressed in teaching form. Heretofore, the psychological character of football practice has been limited to a halo of verbal comment laid around more mechanical modes of training. Our set-ups represent an attempt to convert this verbal halo into concrete and communicable form.

During a coaching experience extending over a period of ten years, the writer has successfully employed several of the principles and methods

involved in the group of experimental set-ups diagrammed and explained in this chapter. Inexperienced as well as experienced candidates have appeared to acquire not only a clearer conception of the aim of the particular drill and its carry-over to the actual game, but also a higher level of skill in a comparatively brief period of instruction. The need for economy in the expenditure of time and energy, both on the part of the player and on the part of the coach, demands the use of these teaching methods.

This evidence is, of course, highly empirical and cannot be trusted until adequate experimental data have been secured. We turn, therefore, to such evidence.

In substantiation of our third contention, namely, that experimental data secured on the practice field favor the use of experimental set-ups similar to those listed earlier in the chapter, we refer to but one of a series of tests carried out under the supervision of the Laboratories for Research in Athletics.¹

In this series of experimental set-ups devised to increase the perceptual skill of forward passers, the passer stands behind a screen which conceals from him the field of play. The field of play is composed of one or more men, either standing or in motion and either free or covered by a defensive man. At a signal, the passer runs with head and body low (as in a fake end run) and then, as soon as he can after passing the end of the screen, he throws the ball to the unguarded eligible man. His quickness is measured by the distance he traverses before the ball is thrown. On successive trials, and in order determined by chance, the free man is now on one part of the field, and now on another. Data procured from these experimental set-ups indicate that quickness and accuracy were increased as the result of practice. This increase was due to practice in sizing up a changing situation and this, as we have seen, is one of the essential psychological skills in football.

Summary

We have now given a description of ten set-ups which seem to satisfy the requirements that have been laid down for a genuine psychological fundamental. These requirements are (a) that it shall be a mechanical unit of the game, (b) that this mechanical unit shall be clothed with the right moods, attitudes, and dispositions, (c) that it shall be a transferable unit in the sense of the theory of identical elements and (d) that it shall make rich

use of the various perceptual skills that must always be so intimately wrapped up with the mechanical units.

Conclusion

WE have seen fit to draw a distinction between two types of fundamentals, namely, the "mechanical" fundamental and the "psychological" fundamental. A mechanical fundamental is described as pertaining wholly to the mechanics or "ways in which" the body of the player may be used with the highest resultant skill. We have defined a psychological fundamental as one that does not concern itself with any particular mechanical segment of the game or with the external aspects of skill, but rather that it is concerned with an actual playing unit of the game itself and with what we may call the subjective aspects of skill.

We have further classified psychological skills and traits in three different groups, namely, habitual moods, attitudes, and stances; transferable fundamentals; and perceptual skills. Attention has been directed to the fact that every mechanical act of the body is closely associated with a frame of mind or mood of the player, and that for every act there is an eye or an ear or a muscle sense which helps to guide the act and make it more or less successful.

A transferable fundamental has been described as representing a genuine playing unit of the game itself. It may further be said that there are two desirable outcomes of this type of fundamental, namely, that learning to play the game of football goes faster when transferable rather than mechanical fundamentals are practiced, and that there are ways of learning to use one's hands, eyes and feet so that actual skill in the playing of the game can be increased.

By perceptual skills we mean to infer that the effective employment of the player's physical abilities is dependent upon the motivating stimuli conveyed to the player through his ability to see, hear and sense certain situations. The co-ordination of these senses to bring about what we may term "the right feel" of the athlete represents an important phase of the acquisition of game skills.

It is important to bear in mind that the two types of fundamentals, namely, the mechanical and the psychological, are not opposed to or in conflict with one another, and that the organization and instruction of each should be carried on in complementary fashion to the other.

A group of ten set-ups for the experimental study of psychological skills and traits has been devised. In

¹From unpublished data in the University of Illinois Laboratories for Research in Athletics.

so doing, the aim has been to interpret a genuine unit-phase of the game as it is actually played in terms of a controlled and measurable procedure. These experimental set-ups represent actual unit-parts of the game and not merely preconceived notions of what one feels should occur.

We may expect a transfer of training to take place primarily in accordance with the "principle of identical elements." We have learned that pedagogical methods can be effectively applied to the teaching of mechanical fundamentals in order to hasten their acquisition and mastery. They can

also be applied even more effectively to the teaching of psychological fundamentals. In view of the fact that the mechanical fundamental does not represent an integral part of the game of football, it must seek its effective completion through translation into
(Continued on page 47)

Moving Zone Defense

By WILLARD SMITH
COACH, EAST SYRACUSE, NEW YORK, HIGH SCHOOL

THE zone defense I like is the moving type, which I have illustrated by diagrams. The players play the ball at all times, hoping to intercept a pass and, by means of a fast break, rush two or three players down the floor with a great possibility of one man being free in a position for a pass and score.

I have my guards, upon getting the ball off the backboard, pivot to the side line, dribble several feet, then pass to a center or forward. Thus, two forwards and the center rush the ball down the floor as quickly as pos-

sible. If an opponent blocks the game progress, the ball handler passes to one or the other of my players. Usually, three opponents are sent out through zone defense; so when one of my players intercepts a pass, or a guard gets the ball and passes to a forward, I will have three players going down the floor with two opponents to break up the play.

Unless, you have at least one full month of practice before your first game, I would not try to use the zone defense. It really takes two seasons before the defense clicks in the proper way.

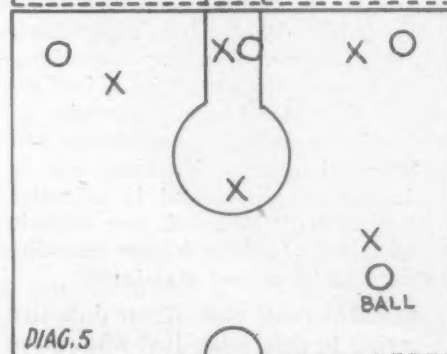
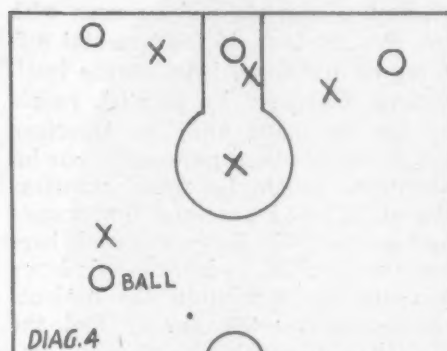
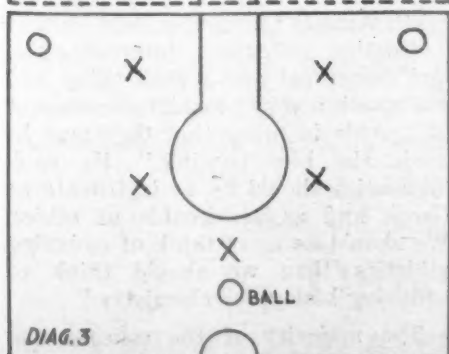
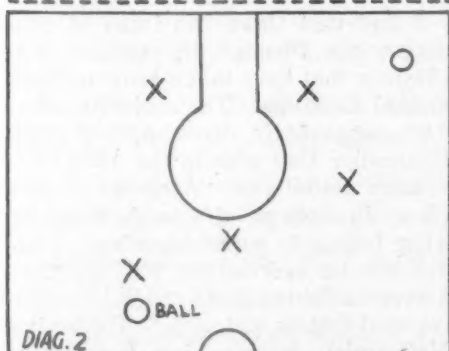
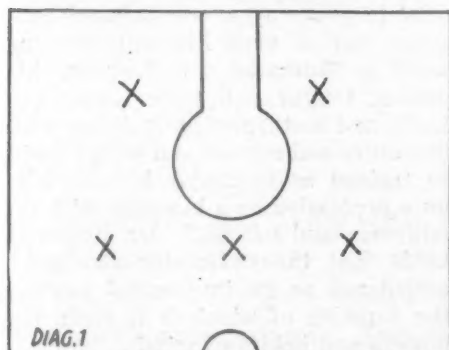


Diagram 1—Ball in opponents' back court. Defensive men play the ball—not opponents.

Diagram 2—One opponent through. Note shift.

Diagram 3—Two opponents through. Note shift of forwards and center.

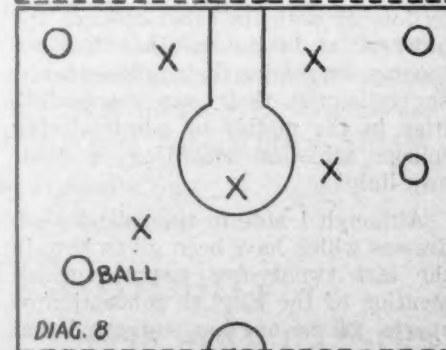
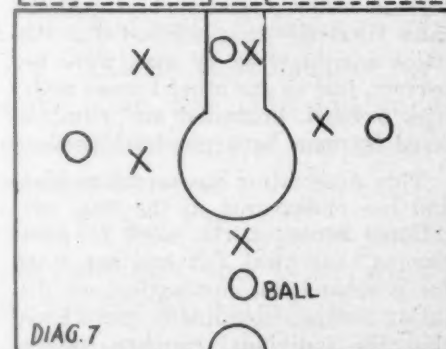
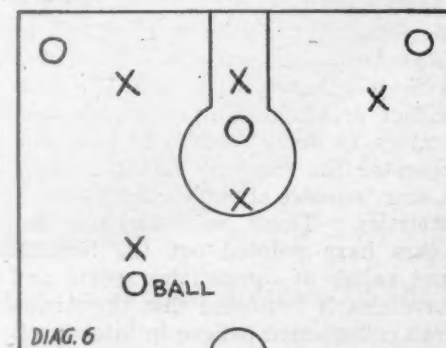
Diagram 4—Three opponents through. Note shift of rear left guard—also left forward and center.

Diagram 5—Three opponents through. Defense shifts in reverse order to Diagram 4. Note change in position of ball.

Diagram 6—Three opponents through—man on foul line.

Diagram 7—Three opponents in triangular formation.

Diagram 8—Two opponents on one side—other in opposite corner.



Do Athletics Contribute to Education?

An Address Before the Twenty-Sixth Annual Convention of the National Collegiate Athletic Association, New York City, December 30, 1931

By JOHN L. GRIFFITH

AGAIN the delegates representing many of the leading colleges and universities are met here to consider matters pertaining to intercollegiate athletics. Twenty-six times have the colleges sent men to these meetings to exchange ideas relative to college athletics. As the *raison d'être* of the first meeting was football so football through the years has bulked large in the minds of the speakers and the delegates whose suggestions are to be found in the printed reports of these meetings.

Anyone who will take the time to read the proceedings of these meetings beginning with the first one and on down to the present time will be impressed, I am sure, as I have been with the thought that our American college presidents and other administrators, as well as those who have represented the teaching faculties, have a sane, sensible attitude toward college athletics. These men through the years have pointed out the benefits and values of competitive sports and have clearly indicated that the American college men believe in inter-institutional athletic relationships. At the same time they have realized that athletics administered by man were not perfect, just as our other human activities devised, promoted and administered by man have not been perfect.

This Association has set up an ideal and has endeavored in the true educational sense of the word to point toward that ideal. It has not stood for governmental domination nor dictation but has steadfastly maintained that the individual member colleges by joining with the other colleges and universities did not sacrifice their autonomy, surrender their independence, nor relinquish their own responsibilities in the matter of administering college athletics according to their own light.

Although I note in the splendid addresses which have been given here in the last twenty-five years repeated mention of the English conception of sports, yet no one has suggested that

we should measure our institutions by English standards and customs with the thought that, if fundamental differences are found between the institutions developed by English people on the one hand and the American people on the other, necessarily our institutions should be found wanting. We all agree, I am sure, that games and sports of the different people here and there on the globe reflect in large measure the attributes, the national characteristics, the energy and the ambitions of each.

We cannot deal with college athletics or college football as something apart from our other national institutions. Our American philosophy of life and our way of doing things will be reflected in about the same way in business, in politics and in athletics with this exception, that our athletic standards are perhaps higher than our political and business standards.

A considerable part of our difficulty in trying to determine just what place athletics should occupy in the field of education lies in the fact that as yet there is a great difference of opinion among educators as to the function of education. Not many of the men who have addressed this Association have attempted to define education and yet I find that the majority apparently believe that college athletics are a part of education. Professor Robert M. Corwin of Yale in 1915 suggested, "We all agree in a general way that the university exists primarily for the purpose of preparing young men for service, that its chief aim is to train young men in habits of thought and modes of life which will fit them to live longer and better and more effectively."

Those who have in a general way agreed with Professor Corwin's conception of education have not found it difficult to conceive of athletics as a means whereby young men may be trained in a mode of life which will fit them to live better and longer and more effectively. These men for the most part hold that the university is a

socializing agency which, in addition to teaching Greek, Latin, science, literature, and mathematics, may also offer courses in journalism, business and commerce, transportation, accounting, religion, music, art and athletics.

Some, however, have agreed with Dr. Henry D. Pritchett that "The purpose of a college should be to teach and as a teaching agency to bring the college youth to an understanding and appreciation of the intellectual life—in a word, to teach the boy to think." Dr. Pritchett points out that "The first American colleges originally aimed to offer to youth a general cultural education and to send him out into the world a cultivated man knowing his mother tongue and some Greek and Latin and mathematics, in touch with literature and science and with a mind so trained as to enable him to take up a profession or a business with intelligence and success." Dr. Pritchett holds that the university should be considered as an intellectual agency, the function of which is to train the powers and habits of mind.

I find that these two ideas of education run through the various discussions that have taken place in these annual meetings. The majority, however, apparently have agreed with Chancellor Day who in the 1909 Convention stated that "Athletics have a place in college life and training. They belong to sound learning. They are not an excrescence but the fiber and essential integrity of the best educational system and plan." Chancellor McCormick in speaking before the Sixth Annual Convention told us that "Athletics, collegiate, intercollegiate, and communal are a good thing and are worth a very considerable amount of trouble in order that they may be made the best possible." He said, "Athletics should be as legitimate as Greek and as serviceable as ethics. We should no more think of enduring athletics than we should think of enduring biology or chemistry."

The majority of the colleges and



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universities that compose this Association have not accepted Dr. Pritchett's and Mr. Flexner's definitions of education as is evidenced by the fact that they have maintained certain departments, courses and activities that are of value chiefly from the social rather than the classical or academic standpoint.

I find further that there has been some difference of opinion as to whether equality in athletics should be maintained by a leveling up or a leveling down process. One group agrees with the idea that the individual must be allowed to develop, gain power and exist without coming in conflict with the needs, the interests, the ambitions of the many. The members of this group hold that the corporate rights and interests of society are of primary importance. They, however, are not convinced that it is necessary to neglect the interests of those who are of superior athletic attainments in order to conserve the interests of those of mediocre or subnormal attainments.

President Hoover expressed his conception of the philosophy of America in his address delivered at Kings Mountain, South Carolina, on October 7, 1930. In that address he said, "In the American system, through free and universal education, we train the runners, we strive to give them an equal start; our government is the umpire of its fairness. The winner is he who shows the most conscientious training, the greatest ability, the strongest character. Socialism, or its violent brother Bolshevism, would compel all the runners to end the race equally; it would hold the swiftest to the speed of the most backward."

On the other hand there are those who have believed that it is not possible to develop a highly organized intercollegiate athletic department and to promote athletics for the men of superior athletic ability without neglecting the interests of the many. In fact, some have suggested, at least by inference, the desirability of curtailing intercollegiate athletics as a means of developing intra-collegiate or communal athletics; that is, in the words of President Hoover, they "would hold the swiftest to the speed of the most backward."

A number of speakers who have appeared before this Association have approached this question from a still different angle. In 1915 a college president wrote as follows, "Intercollegiate athletics provide a costly, injurious and excessive regime of physical training for a few students, especially those who need it least, instead of inexpensive, healthful, and moderate exercises for all students, espe-

cially those who need it most." To this indictment of intercollegiate athletics Professor George E. Johnson of Harvard University, speaking before the Eleventh Annual Convention of this Association replied that "Intercollegiate athletics do not exist for physical training. Intercollegiate athletics did not originate in, never existed for, and never could have survived as a regime of physical education." He added, "The undergraduate has never been interested in intercollegiate athletics as physical training, nor have the alumni, nor the general public. Intercollegiate athletics originated as, and have continued as, an expression of loyalty, an endeavor to maintain and exalt the dignity and honor of the college in those things in which youth is most deeply interested. Intercollegiate athletics as they exist in the interest and purpose of undergraduates are a social, a spiritual expression. In that for which intercollegiate athletics really exist, namely, the expression of loyalty, they have far more to do with soul than with body, and they do serve all students, those who need them most and those who need them least as well."

This will serve to indicate just one of the differences of opinion that have been brought out relative to the objectives and purposes of intercollegiate athletics.

Further, there has been some variance between those who believe that, if the students, alumni and others derive pleasure from playing and from watching others play, athletics in themselves must be inherently bad, and those who do not find that athletics are blameworthy because they are enjoyed by a large number of people. Doubtless there is a touch of asceticism in our national philosophy of life; our Puritan ancestors looked askance at the things that their children enjoyed doing. They apparently believed that people like to do only those things that they ought not do.

On the other hand the majority of the men who in the last twenty-five years have had a great deal to do with shaping our thought concerning athletics have not found athletics blameworthy because they are enjoyed by large numbers of people. President Glenn Frank has repeatedly suggested that college football, which has been highly dramatized, with its pageantry adds color to our lives and consequently in that respect serves a useful purpose.

The greatest difference in our concept of athletics, however, is to be found in the annual discussion of the so-called overemphasis problem. Certain educators have advanced the

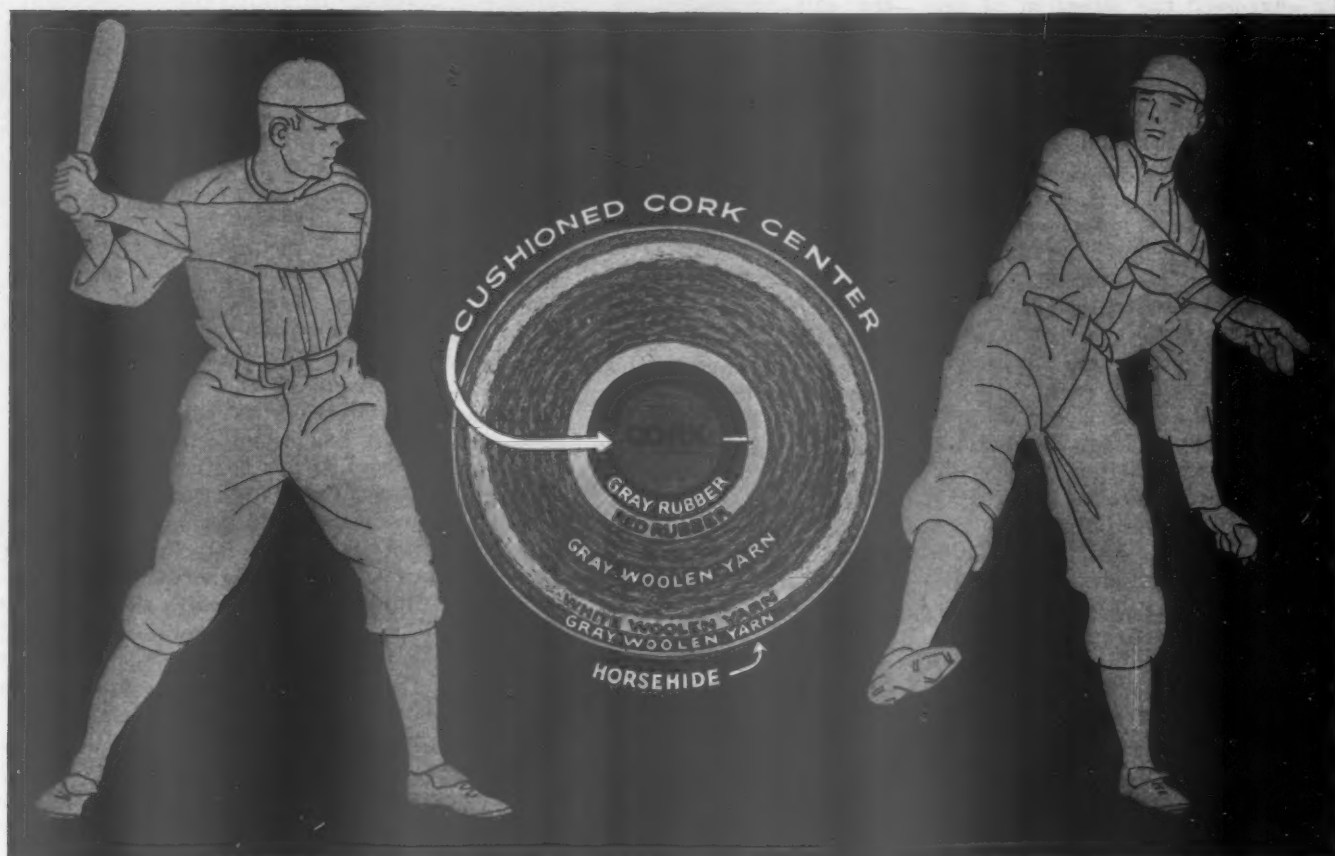
thought that if students, alumni and the general public are tremendously interested in college football they naturally will lose interest in other things that are much more worthwhile. They hold that if college athletics, especially football, were curtailed our people would transfer some of the interest that they now manifest in touchdowns to matters that are more of the mind and spirit. Still others have called attention to the crimes that are committed in the name of "big time" athletics and have advanced as their conclusion that athletics conducted on a big scale inevitably lead to corruption and excesses.

On the other hand others have suggested, in the words of President Faunce, that "We should not condemn any kind of work or play because of its absorbing interest." President Faunce carried this idea further when he told this Association in 1917 that "It is folly to go to a red-blooded young man and beg him to take less interest in his games. All his nature rebels against a milk and water attitude, or an assumption of indifference to what he is doing. He is honestly enthusiastic," said President Faunce, "and he ought to be. With fine abandon he plunges into the game and struggles until the last white line is crossed. And any pedagogue," he adds, "who imagines that if we could destroy that enthusiasm we should thereby promote interest in philosophy and art is quite ignorant of both the ancient Greeks and the modern Americans."

President Clarence Little in an address delivered at the University of Michigan a few years ago touched upon this same point when he said in substance the following, "Eighty thousand people will come out to watch an eighteen year old boy with clear eyes and sturdy legs run through a broken field for a touchdown while only five hundred will come out to hear a lecture by the world's greatest living authority on the origin of atolls. It is not right, it is not just," he added, "but those who object are usually animated by the very human quality of jealousy."

In some sections of the country if a man is caught cheating at poker his opponents deal with him summarily. They do not attempt to lessen the temptation to cheat by lowering the stakes. In the golf and country clubs throughout the country if a man cheats at golf thereafter he will find no one with whom to play. I have yet to hear a suggestion made that golf be made more simple and less interesting as a means of developing honesty on the part of those who par-

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ticipate in golf. There are many, however, who are suggesting that men would not be tempted to cheat in connection with college athletics if college athletics were made less interesting and attractive.

So far an attempt has been made to review a few of the matters that have engrossed the attention of this Association at some time or other in the last quarter of a century. During that time a great deal of progress has been noted, mention of which will be made later. It would be helpful to know what the various groups who go to make up the colleges and universities think of these questions. Very often the opinions of individuals do not represent the opinions of the masses. Of course the people are not always right and it might be suggested that neither are the leaders always to be trusted. At any rate in a country such as this where the people, theoretically at least, decide questions of importance, it may be desirable to follow Lincoln's suggestion and give athletics "a bath of the people." While no one has yet been able to measure the attitudes of all of the athletes, undergraduate students, alumni, faculty men, presidents, etc., this last year Professor Stalnaker, who has been associated with Professor Thurstone of the University of Chicago, was employed to measure the attitudes of nine different groups of people, eight of which were more or less intimately connected with the University of Minnesota, by using the Thurstone measurement scale. The study was conducted by the University of Minnesota at considerable cost of money and consumed twelve months of time. Professor Thurstone, as doubtless you know, has devised a method of measuring the attitudes of large groups of people toward various questions.

We have very definite attitudes for or against such controversial questions as religion, prohibition, militarism, college athletics and the like. Professor Stalnaker questioned some 10,000 individuals, including 850 members of the faculty, 4,000 students, the college and university presidents, some 700 "M" men, a sampling of the general alumni, high school executives in the state of Minnesota, newspaper editors in that state, and a sampling of several thousand taxpayers, in addition to a large number of parents of athletes and non-athletes alike. He found that all nine groups were favorable toward intercollegiate athletics. The eight groups connected with the university in question expressed a favorable attitude toward the athletics of that institution, and the col-

lege and university presidents were favorable toward athletics as conducted at their own institutions.

The athletes, that is, those who had won their letters at Minnesota, were the most favorable. The parents of athletes came next and the undergraduates next, followed in order by the editors, general public, alumni, high school executives, faculty and college and university presidents. Although the faculty and college and university presidents were not so enthusiastic about intercollegiate athletics as were the men who had represented Minnesota in athletics, the parents of athletes, the undergraduates and the editors, yet may I repeat that all nine groups registered a favorable attitude toward athletics.

It was found further that the alumni who have graduated from the university more recently were more favorable toward athletics than were those who had been out for considerable time. In view of the fact that some have believed that the undergraduates of today are losing interest in athletics while the old grads are overly enthusiastic, especially regarding football, it is interesting to note that in the case of this institution at least the younger students and alumni are more favorable toward the present athletic system than are the older men. Some may suggest that this is because we become more sensible as we become older. Perhaps as we get older we fail to view the games of youth through the eyes of youth.

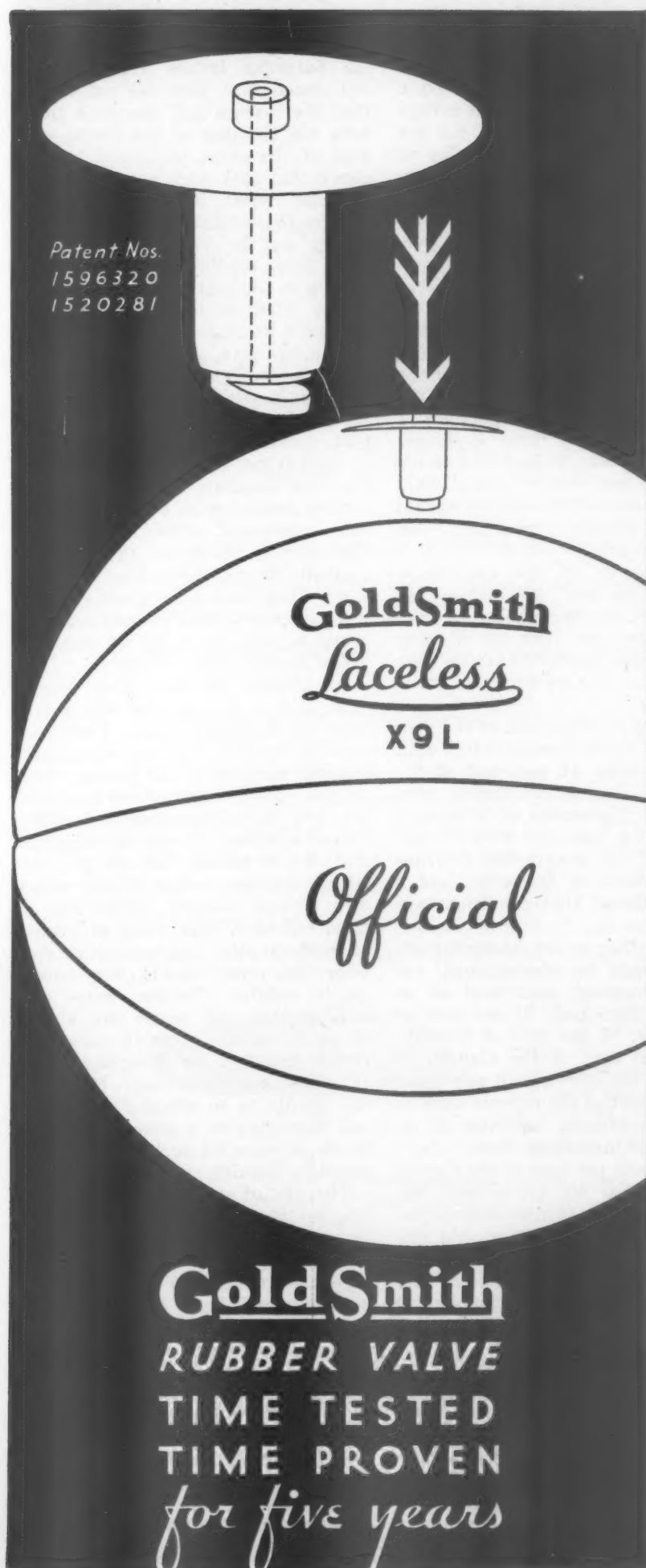
I will not attempt to burden you with a great many statistics but will call your attention to a few which tend to show the attitude of different groups toward some of these questions that we have been discussing. Ninety-six per cent of the college and university presidents and 92 per cent of the faculty indicated their belief that intercollegiate athletics have a legitimate place in the university. Regarding the question as to whether athletic training aids in the development of desirable character traits, 95 per cent of the "M" men, 82 per cent of the presidents and 94 per cent of the parents replied in the affirmative. Relative to the matter of administrative control of intercollegiate athletics, 76 per cent of the "M" men did not favor alumni control. Fifty-four per cent of the faculty favored control by university administrators, 11 per cent control by the faculty, 17 per cent by the University Senate and 5 per cent by the alumni. Eighty-three per cent of the alumni did not favor alumni control of athletics, but 47 per cent of the alumni favored control by university administrators, 9 per cent con-

trol by the faculty, 15 per cent by the University Senate, and 9 per cent by the alumni. Forty-three per cent of the taxpayers favored control by university administrators, 11 per cent by the faculty, 10 per cent by the Senate Committee. Thirty-six per cent of the editors favored control by the university administrators, 9 per cent favored faculty control and 10 per cent favored control by the University Senate. From this it is clear that the majority of the groups favored institutional control whether by the university administration, by the faculty or by the faculty athletic committees. It is significant that the alumni and the "M" men did not favor alumni control.

Regarding the question as to whether participation in athletics tends to lower scholastic averages, 98 per cent of the undergraduate students stated that their interest in athletics had not affected their scholastic work; 86 per cent of the parents believed that if intercollegiate athletics were abolished scholastic work would not thereby be improved; 95 per cent of the alumni reported that athletics did not interfere with their scholastic work when they were students; 88 per cent of the editors did not believe that athletics interfere with the academic work of the students; and 90 per cent of the successful citizens were of the same opinion. Ninety-four per cent of the "M" men stated that they did not regret the time that they had spent in athletics; 82 per cent of the faculty did not believe that intercollegiate athletics have lowered the scholastic work of the student body; 95 per cent of the faculty stated that the presence of athletes in their classes had not affected the general morale; and 84 per cent of the faculty men reported that they did not believe that the general scholastic level would be raised if intercollegiate athletics were abolished.

Eighty-six per cent of the students were of the opinion that it is not necessary to abolish or cut down intercollegiate athletics in order to serve best the health or physical education interests of the general student body; 86 per cent of the editors, 90 per cent of the general public and 90 per cent of the parents were of the same opinion.

As to whether or not there is subsidizing or paying of athletes at Minnesota, the majority of the groups whose opinions were canvassed were agreed that this is not so. Seventy-seven per cent of the students replied in the negative; 92 per cent of the high school principals and superintendents were of the opinion that athletes



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by

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Coach of Basketball
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were not recruited or subsidized at the University of Minnesota, while 79 per cent of the general public and 63 per cent of the editors expressed a like opinion; 84 per cent of the college presidents replied that they did not believe that there was subsidizing of athletes at their own schools but they were not so sure about other institutions.

Are intercollegiate athletics over-emphasized? Seventy-nine per cent of the faculty said "no;" 94 per cent of the athletes, 84 per cent of the alumni, 89 per cent of the high school executives, 79 per cent of the editors and 84 per cent of the parents agreed that athletics were not overemphasized at Minnesota. Seventy-six per cent of the faculty did not favor a shorter season in football; 90 per cent of the students, 86 per cent of the athletes and 87 per cent of the alumni agreed with the faculty regarding this question.

The majority of the students, alumni, editors and "M" men agreed that a coach should be retained even though he does not turn out winning football teams, provided that he does develop in the players desirable traits of character.

In making a comparison of the general average of the last ten years with this school year, 41 per cent of the faculty felt that intercollegiate athletics at the University of Minnesota are now better than they were; 53 per cent were of the opinion that they are about the same as formerly; and 6 per cent believed that conditions are worse.

As to whether or not intercollegiate football should be discontinued, cut down, or lessened, continued as at present, or increased, 91 per cent of the students, 95 per cent of the athletes, 84 per cent of the alumni, 79 per cent of the high school principals and 87 per cent of the parents were in favor of continuing athletics as at present or of increasing them.

Ninety-three per cent of the alumni stated that they did not believe that the interest of the student body in intercollegiate football at Minnesota was less now than it was in their day, while 92 per cent of the editors and 91 per cent of the general public did not find that the interest in football at Minnesota is decreasing.

In an effort to ascertain the attitude of Western Conference football men toward some of these questions last year we canvassed the opinions of some 116 players who had won their letters in football. Of these, 112 were not in favor of limiting football competition to sophomores and juniors; 111 were in favor of the present rule

which limits the football season to the weeks between September 15th and the Saturday before Thanksgiving; 102 stated that they did not believe that the coaches had too much to do with the training of the teams, conduct of the game, etc.; and 114 declared that they were not in favor of the plan which has been suggested relative to prohibiting the coach from sitting on the bench during game time, from sending in substitutes or talking to the players between halves. As to whether football is play or drudgery, 95 considered it to be in the nature of play, 13 regarded it as drudgery, 4 both play and drudgery, 3 replied that the games are play and the practice drudgery and 1 suggested that football is neither play nor drudgery but interesting work. Of the total number, 100 enjoyed their varsity football more than their freshman experience, while 16 had more fun playing freshman than varsity football; 87 stated that they would be sorry when their undergraduate football days were ended, 19 said that they would be glad and 2 replied that they would be both glad and sorry.

An attempt has been made to present only a few of the conclusions from the Minnesota study. Those conclusions, however, indicate very clearly that the majority of the groups whose opinions were canvassed and measured are not much disturbed concerning college athletics. It may be suggested that the Minnesota men do not constitute a cross section of the college men of this country. This may be true, but until such time as similar scientific studies are conducted elsewhere this report should carry considerable weight. Further, some may suggest that the people are always wrong in matters of public policy. If that is true then our American theory of government is wrong. If anyone has doubts as to whether this study was conducted by a scientist in a scientific manner his doubts may be dispelled by inquiry and investigation.

The age of cynicism is past. The cynics, the satirists and the critics have served a useful purpose. They have helped to prove that some of our castles were made of air; they have pricked some of our bubbles and the bubbles have burst; they have ridiculed our excesses and we are now working as we did before the War.

In the main, however, the colleges throughout the last twenty-five years have builded wisely in matters athletic. Nearly every college today has erected an athletic plant suitable for intercollegiate athletics, intramural athletics and the required physical education work. The majority of the



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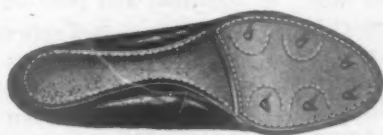
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colleges, having first made provision for the maintenance and promotion of their intercollegiate athletics (that part of the program that is financially productive), have next made provision for such students as are not participating in intercollegiate athletics. The minor sports programs will be curtailed until such time as football can again carry the load or until minor sports and intramural athletics are supported from university funds.

A few of the colleges undoubtedly have developed football to the detriment of the play and educational features of the game. One after another, however, of such institutions are now working for a balanced program. I dare say that out of one thousand institutions above high school rank in this country, there are not more than a score where football has been overdone to the detriment of the sport and to education in general. These few institutions are in the main responsible for much of the criticism that is leveled at college athletics. The uneducated man who is prone to generalize from insufficient data judges all colleges and universities by the spectacular achievements of the few.

In conclusion, the question that is before us today relates not only to present conditions but deals with the future. No one is satisfied, I take it, with the status quo. When the time comes that college athletics are no longer subject to attack and when the American people become satisfied with their athletic system, then we may look for a period of decline. We are not satisfied with our government, or perhaps I should say, with the way in which our national, state, and municipal governments are administered, but we are not going to scrap our American plan of government, substituting therefor either the Italian or the Russian plan. By the same token we are not satisfied with the way in which our college athletics have been administered, but we are not going to scrap our present form of college athletics, substituting therefor some of the Utopian and untried plans which some are proposing.

In the years past we have heard college athletics likened to a dog's tail and have been told repeatedly that the athletic tail wags the academic dog. The inference, I take it, is that if a dog has a large tail it will be beneficial to the animal if part of his tail is cut off. We have also heard college football likened to a white elephant, an elephant that is raging up and down the campus leaving a path of destruction in his wake. Practically none of our college presidents,

however, have armed themselves with elephant guns and have destroyed the creature. Most of them have harnessed him and are utilizing his strength and power. I would liken our college athletics to a twelve cylinder motor. When the automotive engineers perfect a motor they perhaps put it on the block and, standing to one side, scrutinize it. Being scientists they undoubtedly say, "There is the best motor that has ever been built. It, however, is not perfect. We will use this motor for the time being but let us repair to our work shops and devise means of improving this engine."

And so with college athletics. Our present system has evolved through the years. This Association has had a great deal to do with shaping that system. Our present system is not perfect. It, however, is an American system. It reflects the restless energy, the love of combat, the desire for success that characterizes the American people. We are not going to place a premium on mediocrity. We are not going to be frightened at the thought of big stadia, big crowds, big spectacles, but, if I interpret the spirit of the college men of this country correctly, we are going to give more thought to the manner in which our games are played and administered. We are not going to expect perfection in terms of college athletics, as we do not expect perfection in the way in which our other human activities are administered. We have cause for rejoicing at least so far as athletics are concerned because our people demand higher standards in their sports than in business and politics.

A distinguished scholar has recently called attention to the fact that no college or university in this country could absolutely guarantee that athletics in that institution of higher learning were 100 per cent pure. That was considered a startling statement by the press, but had this same writer suggested that the President of the United States could not guarantee 100 per cent honesty and integrity on the part of his Congress that would not have been considered news and this writer could not have sold his article. What college president could absolutely guarantee that all of the members of his faculty are high minded, unselfish, and blameless? What pastor could guarantee that the lives of all of his congregation are above reproach? We do not expect perfection in politics, in education, in business or religion, but we do expect perfection in athletics and that is an encouraging sign.

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Preventing Ankle Injuries

By **RICHARD K. COLE**
ATHLETIC DEPARTMENT, IOWA STATE COLLEGE

IN sports of bodily contact, and especially football, athletes are confronted with the problem of evading serious injuries to the ankle joint. Many different ankle wraps, braces, and supports have been recommended and used, but still injuries can result from the subject's apparently well-protected member.

Dr. H. L. Johnson, athletic physician at Iowa State College, has been working for a number of years with athletes and their injuries and has become extremely skillful in making special pads, braces, supports, etc. After caring for many sprained and twisted ankles, he determined to make a device whereby it would be absolutely impossible to turn the ankle outward. The object was to invent a strong, light, smooth-fitting brace which would protect the uninjured ankle and to a great extent permit the functioning of an ankle already hurt.

Immediately Dr. Johnson began experimenting with several types of material of which to make the much needed mechanism. Leather was found to be the most suitable because it is light, strong, inexpensive and can be made to fit snugly around the ankle.

A band of leather about three inches wide is shaped to encircle the ankle above the joint. The ends are adjustably united by means of a lacing so that it may be drawn securely

around the ankle at the lateral surface. A second band of leather one inch wide encircles the first band and is sewed thereto. The two ends of the second band protrude laterally and downward. Each end contains an eyelet. For anchoring this flexible band to the sole of the shoe, two metal plates are inserted in the sole at the outer side and contain eyelets to receive the strands of shoestring or leather thongs from the above eyelets. These four eyelets are connected and drawn snugly by lacing, thus not permitting the ankle to turn outward. The brace has been so constructed that it may be turned around and used to support an ankle which has been turned inward.

In practical use a shoe is first placed upon the athlete's foot and the leather band is laced snugly above the ankle joint. Then the flexible lacing is adjusted to such length that the wearer's ankle may have free and unlimited movement to the extent necessary and desirable for athletic work, but the flexible lacing is adjusted to such a length that when the wearer's foot bends inwardly to a point beyond which it would be dangerous to have it move, then the flexible lacing is drawn taut and forms a positive stop to such further movement, thus preventing sprains or breaks of the wearer's ankle caused by such inward bending of the foot.

Football Training Program to Eliminate Injuries

By **C. F. HOUSER**
LIBBY HIGH SCHOOL, TOLEDO, OHIO

IHAVE had the good fortune to coach high school football teams for the past twelve years. As my time has been spent in only two high schools, four years in the first and eight years in my present school, I have had an excellent opportunity to follow the results of football training as the boys have gone on to college or life work. Ninety-eight per cent of our football letter men have graduated from high school, and forty-nine per cent have gone to college. As we are located in an industrial city and our students are drawn mainly from the laborers, the above figures would

indicate that we are using football as the means to an end rather than an end in itself.

The reformers of football have been charging that the game of football is brutal, causing many serious accidents, and in the past year forty-one deaths. Now, in my experience I have not had a player receive a serious injury from a practice period or in a game of football. At all times we have employed an experienced osteopath as a trainer, and a physician for medical attention. I have three assistant coaches, who are also teachers of academic subjects and who drill the

players in the fundamental skills in football.

Our method of developing a football team and also eliminating injuries is simple; we pick and develop our players in the spring term and play the best prospects in the fall. In an enrollment of over a thousand boys the task of selecting the players and giving everyone a fair chance is the most difficult task that the coach has to face.

In January, I look over the gym classes. The instructors supply me with information in regard to the boys who possess athletic skills and a liking for competitive games. In February, I issue an open call for all candidates for spring football practice.

The boys report for inside work in gym clothes. Knowing that everyone will get a fair chance, about two hundred boys always answer this call. Our daily program of one hour consists of calisthenics, boxing, wrestling, tumbling and running.

I find that if a boy shows interest in calisthenics, it indicates that he is determined to pay the price to mould his body into an object of beauty and strength. Boxing is a sure test to demonstrate a boy's will power, the acid test of giving and taking and liking both. Wrestling shows up the strength and endurance of the boys, and, again, it eliminates the boys who do not like the rough and tumble. Football is still a rugged game, and the boys who like boxing and wrestling thrill at the game of football. Tumbling is used to develop the cat-like agility that is so necessary to prevent injuries in football.

As soon as the first semester grades are issued I check up on each candidate. This information is the most valuable. A good grade indicates that a boy is teachable, will obey orders, will be disciplined, is intelligent and is ambitious to improve himself.

After six weeks of this rigorous indoor work we are ready in March to issue football equipment. About one hundred boys are equipped. We immediately go into the teaching of football fundamentals, such as falling on the ball, punting, place-kicking, kicking-off, judging and catching punts, passing, catching forward passes and lateral passes, blocking and interference and individual work with centers, guards, tackles, ends and backs.

Three weeks later, we start on team offense and team defense. Signals and plays are issued in mimeographed form. Moving pictures are taken of each play, so that each player can see himself as the coach sees him. The finale of five weeks' of intensive out-



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door spring practice is a series of three games.

Suits are cleaned and repaired and issued to the boys that we expect to be on the varsity squad the next practice, September first. During the remainder of April, May and June we expect the players to go out for track, baseball, tennis or golf or to join an intramural team. The boys know that their summer conditioning will determine whether they will be on the varsity squad of thirty-three the next fall, or will have to be content to be on the reserve or lightweight squads of around sixty.

During the third week of the school year, our school team plays a game

of football. Nine other varsity games follow at weekly intervals. Usually the reserves, made up of juniors, play a three game schedule, while the lightweight, made up of freshmen and sophomores, play a seven game schedule.

Scouting our opponents and building up plays to take advantage of their weaknesses, and polishing off the rough spots on our offense and defense constitute most of the fall work. Keeping up the squad's morale is the biggest job—next to keeping the public interested, or might I say satisfied.

The doctor buries his mistakes, the lawyer puts his mistakes behind the

bars, but the coaches' and players' mistakes are talked over in every drug store and barber shop, and are finally preserved for posterity by being published in the newspapers.

In closing, I would like to add that I think the coach has the greatest opportunity of any educator, through the means of the game of football, to inspire his student body with Walter Camp's athletic code: "To play fair, but play hard. Win if you can, lose if you must, but take a whipping without whimpering. Thus and thus only will the youth make himself what we all admire, and what we class as a thoroughbred, and if started right, he will always be a thoroughbred."

The Shifting Zone in Basketball

By SAM A. RANSDALL
CHILLICOTHE, MISSOURI, HIGH SCHOOL

I HAVE noticed with interest in the last few years the trend from the five-man zone defense to the man-to-man defense in basketball. Because of its predominance as a defense and because it is used by the best teachers of basketball, I do not question the practicability of the man-to-man defense. I am sure that its teachers have just reasons for using it, but in spite of these things, I am still an adherent to the shifting zone defense and would like to give my reasons for using it and the way I use it. I am speaking from the standpoint of a high school instructor. Were I teaching a college team, I might change my plans.

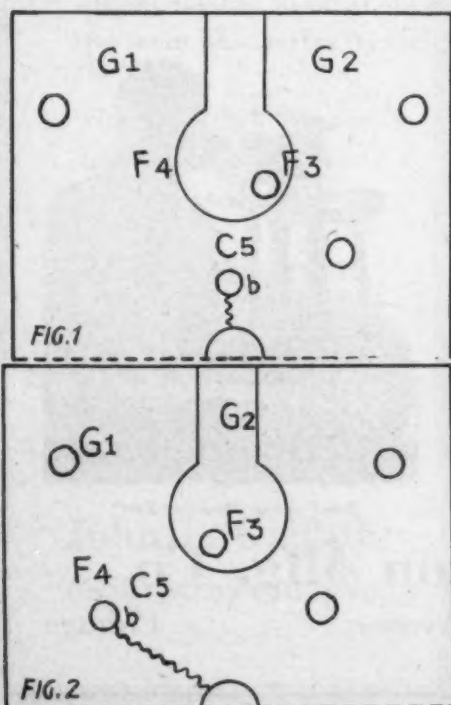
The zone defense is less tiring on the players. The boys have more energy left for the final tense moments of the game than do their opponents who are using the man-to-man. In a game between two teams of nearly equal ability, this little reserve strength is worth a victory.

A few years ago, we had a team win the last three games of the season against our strongest opponents. In each case, our team came from behind in the score to take and hold the

them "burned out" before they get to college.

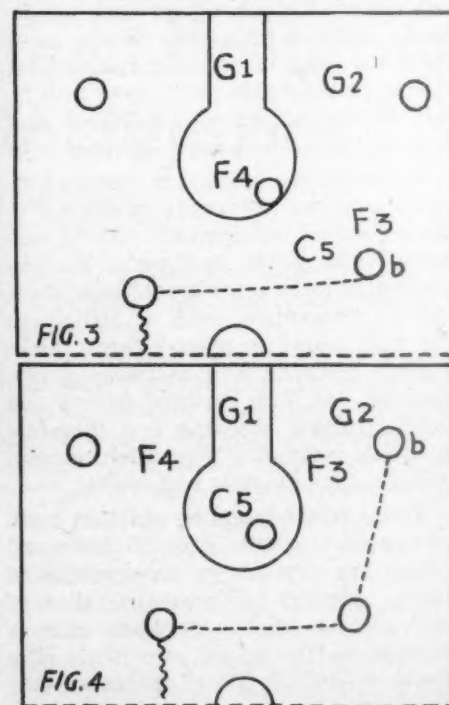
The zone defense always has the team in a position for an organized, quick-breaking offense when the ball is recovered. It is better when one or two of the opponents are speedy and apt to elude their guards for a clear dribble for the goal. It is better because it is easier to teach to a green squad. This point is important in the smaller high schools. However, the man-to-man defense is taught to our squad to be used against certain opponents and when the stalling game is started by opponents who have the lead near the end of the game.

When teaching defense, one thing is



Sam Ransdell

lead in the last three minutes of play. I am sure that it was because the boys had enough "pep" left to carry on while the opponents were tiring. This point is important, especially to high school boys, for there are too many of



kept before our boys constantly; that is, that about 90 per cent of the points made in basketball are made from within twenty feet of the goal. We have kept a record of all shots made and missed by our team and opponents for the last five years and have found that no one is dangerous outside of that zone. Of course, we cover a larger zone than this. We never let a man pose for a shot within thirty feet, but our chief interest is to cover the twenty-foot zone. That zone **MUST** be covered.

In the accompanying diagrams, one may gain an idea of what is meant by the shifting zone defense. A circle is used to indicate the opponents, while numbers are used for the defense men. The ball is held by Ob. In Figure 1, the ball has been brought down the center of the floor. The center meets the man with the ball and makes it hard for him to shoot or pass. The forwards drop back to cover the free-throw circle, and the guards come in slightly. If there is an opponent in the free-throw circle, one of the forwards chooses him and is responsible for him until the position of the ball is changed or the opponent shifts his position.

In Figure 2, the ball has been shifted to the side of the court and, with the shifting of its position, the defense has shifted with forward 4 and the center 5 forming a screen against the opponent with the ball, and making it difficult for him to pass or make a shot. Forward 3 and guard 2 cover the danger zone.

The ball going to the other side of the floor, as in Figure 3, calls for a shift in the defense, bringing guard 1 and forward 4 to the danger zone, with forward 3 and the center to form the screen. When the ball is passed into the defense, the forward line acts like an accordion; it moves back rapidly as a unit, as shown in Figure 4, to assist the guards and to bring the ball out. It comes back out quickly as the ball comes out or if the ball is recovered. Here is where the quick break comes, with the best offensive men in a position to carry the burden of the offense.

In all of the shifts of the zone defense, the positions of the men are determined largely by the positions of the opponents. Common judgment must guide them when they shift into their zones. Nothing has been said regarding individual defense. This, of course, is as important with the zone as with any defense. The man must learn not to over-run an opponent who has the ball when he comes into his new zone. He must be cautious that a pivot doesn't cut his opponent loose for a shot.

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Helps and Hints

(Continued from page 17)

I find it helpful to keep these reserve quarters near me on the bench during all the games. During the lulls of the game, I talk with them about situations of the team on the field and let them plan what they would do were one of them on the field and directing the team.

There are several basic things that every quarterback must learn early in his career. Most important, aside from when TO PUNT and when NOT TO PASS, he must learn always to keep in mind the tactical situation—the position of the ball on the field, the available choice of plays, the time left to play, the score, the down and yardage to gain, weather and field conditions and defensive formation and individual ability of his opponents.

The quarterback also should be taught to divide his team's plays into four groups: thrust plays, flank plays, end runs and passes. He must know which group will be most effective under different conditions and which play of the proper group is most likely to bring the needed yardage.

As frequently as possible, the quarterback should accompany his coach to watch other teams play. Together they should discuss the generalship shown by the playing quarterbacks, suggest possible improvement in the choice of plays and notice the effectiveness of the various plays used.

At the close of the season, the coach should determine which of his prospects are the most likely to return to the team next year. He should give them a strategy map and summary of formations and basic plays. He should instruct them to read and study football at every opportunity during the summer months, so that the next year's team can swing into action with a well-trained field general at the helm.

Rating Charts for Football Practice

By FRANK C. COFFEY
HURON, SOUTH DAKOTA, HIGH SCHOOL

ACCORDING to psychologists and educators, a good teacher plans his work thoroughly in advance. A coach must be the best sort of teacher in order to succeed. His work is on exhibition many times during a season and he is judged by the showing his teams make.

Most coaches plan their work daily and weekly. This is necessary be-

cause of the limited time for practice. Why not plan for the entire season? How many coaches can tell off-hand how much work a guard should be given in each of the phases of his difficult job? If a coach has a rating chart for practice suitable to his own conditions the task is much simpler.

Listed below is a rating chart for practice, not new nor original, but I think of considerable value to the high school coach. I have used it for several years and it has helped in planning the season's work.

	Per Cent
Center—	
Passing the ball.....	40
Defensive line play.....	20
Defense against passes.....	30
Offensive blocking.....	10
Guard—	
Pulling out for interference..	35
Defensive line play.....	35
Offensive charging.....	10
Blocking, open field.....	10
Covering kicks.....	10
Tackle—	
Defensive line play.....	50
Offensive charge.....	25
Rushing kicker and passes...	25
End—	
Boxing the tackle.....	40
Defensive line play.....	40
Covering kicks.....	10
Pass defense and offense.....	10
Backs—	
Running interference.....	35
Pass defense.....	35
Blocking on punts.....	10
Blocking ends on punts.....	10
General defensive play.....	10

The percentage allotted to each duty on the various positions may be changed to suit one's own offensive or defensive system. Regardless of your style of play a chart of this nature is of value in checking up on your practice sessions. Just go over the past season's practice sessions, and I do not hesitate to say that lots of time could have been employed to better advantage through the use of this sort of chart.

Self-Made Systems

By C. C. RUSHTON
GRAVERAET HIGH SCHOOL, MARQUETTE,
MICHIGAN

PRACTICALLY every type of defense and offense known to basketball has been evolved by some coach who, during a period of two or three years, and perhaps longer, has had a wealth of excellent material with which to form his team. The result is a series of championship teams.

Immediately his system sweeps the country and the imitators enjoy varying degrees of success with it.

However, it is only a question of a short time before the inventor, in spite of his system, is back with the average run. And then suddenly another figure looms upon the basketball horizon with a style of play that is revolutionary and unlike anything yet seen. He also follows the cycle of his predecessor, and in due time another takes his place.

The natural inference that we must draw, then, is that of the hundreds of offenses and defenses which have been invented, one is just about as efficient or inefficient as another—that we must wait until we get five supermen ourselves and then, perhaps, invent a system of our own. Although it is not quite that bad, the sum and substance of the whole thing is that, if instead of spending hours of precious time perfecting a certain play that just can't be stopped we spend as much time teaching the boys on the team how to be elusive on offense and shifty on defense, to be clever with their feet and nifty with the ball, the chances are that they will take care of themselves creditably in any situation.

The idea of trying to hold the opposing team scoreless is preposterous. Roughly speaking, therefore, the theory of all defense is to keep the opposition from shooting unmolested from positions where scoring is almost certain. Can this be accomplished best by using a zone defense with its many variations, or by using one of the dozens of different types of man-to-man? No text book can tell you that. The man who blindly chooses the type of defense in use at his Alma Mater or diagramed in his favorite text book is almost certain to have continued mediocre success.

Study your material and by no means allow the ridicule of others to influence you if you find that the type of defense you need is considered old-fashioned in that locality. Every year we see teams using a man-to-man defense when in 75 per cent of their games their men are sadly out-classed individually. We see other teams, fairly small but speedy and brilliant in their play, that use a zone defense where their natural fighting instincts are somewhat subdued by being forced to shift mechanically with the ball—and the resulting record is anything but prepossessing. A poor team can often be changed to a mediocre or good one by properly fitting the defense to the personnel.

The same theory of making the system fit the man applies even more to the offense than to the defense.

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fense, all the set plays in the world
will avail you nothing unless they in-
culcate the cardinal principles of de-
ceptiveness, elusiveness and cleverness
in handling the ball, and you will find
that if your boys have these funda-
mentals they will not need any set
plays, unless they are below average
mentally and physically.

When playing against a shifting
zone defense, conditions are different.
Here the one principle to keep in mind
is that the ball is faster than the
man. Spot your men; teach them to
pass deceptively and accurately and
let them use their own initiative.

I believe, if the truth were known,
that every great style of play that has
been invented can really be traced not
to the inventive genius of the coach
concerned, but to the initiative and
natural talent of the individual mem-
bers of that team. The coach was just
smart enough to follow and correct,
instead of leading and suppressing.

Checking on Basketball Fundamentals

By **EARL Y. SANGSTER**
AUSTIN, MINNESOTA, HIGH SCHOOL

CCHECKING up on the little points
of basketball will, I believe, pay
very good dividends. Many times
good material has gone to waste be-
cause proper fundamentals were not
taught thoroughly.

It probably is debatable whether
good shooting is more important than
good floor play. Certainly each has
its place in a successful offense. Per-
sonally, I like good floor play, believ-
ing that it is necessary to get the ball
in position to shoot before shooting
will cash in for me. I am not a
fanatic about set floor plays. I believe
that boys who know how to handle the
old ball and who keep the ball and
themselves moving can make it tough
for any defense.

In our practice there is rarely a
night during which we do not spend
considerable time in passing practice.
We check up on the little things: po-
sition of hands in holding the ball; con-
tact with the tips of the fingers only;
certainty that the ball is held at the
waist before passing; the crouch of
the body; the aim at the shirt of

the team mate; and so on. We check and double check on these things.

There are many practice formations that may be used to stress these fundamentals. Care should be taken that these practice formations fit into the style of play adopted for the season's play.

I don't mean that we never use floor plays, but without proper technique of ball handling and body handling the plays would get us nowhere.

We do not waste time on passing or other parts of the game that are too difficult for the ordinary high school boy to perform.

In shooting, we stress form first and accuracy second, believing that accuracy will come with practice. In this connection, I might say that I believe the biggest single factor in shooting is the keeping of the eyes on the target. It is just as foolish to watch the ball in its course to the basket as it is to try to watch a bullet going for the bull's eye of a target. Concentration on that basket will get results. I like to have all my practice formations finish with a shot at the basket.

In defense we play a rather loose combination of man-to-man and zone. Here again the little things will bear dividends. Footwork is very important here. We spend much time practicing sliding with the opposing man, trading opponents on block plays, etc.

We try to make a pleasant game out of every practice, getting just as far away from the drudgery as possible. On the other hand, we do not loaf through a practice. It is better to dismiss a tired squad when it gets on the edge of staleness.

Balancing Work and Play in Practice Sessions

By CLYDE KNAPP
FREMONT, NEBRASKA, HIGH SCHOOL

COACHES know that players must submit to considerable drudgery in order to master and make automatic many of the motor skills necessary for the proper execution of football fundamentals. Also, they know that the learning process is slowed up when the player is bored.

It is of great importance, I believe, to keep the player in a positive, receptive and pleasant frame of mind during the practice sessions. The problem is to inject the maximum amount of fun or play consistent with thoroughness. This may be approached from two angles. First, it should be kept in mind in selecting and arranging the component parts of the game which are to be taken up at each practice. Second, the problem should be

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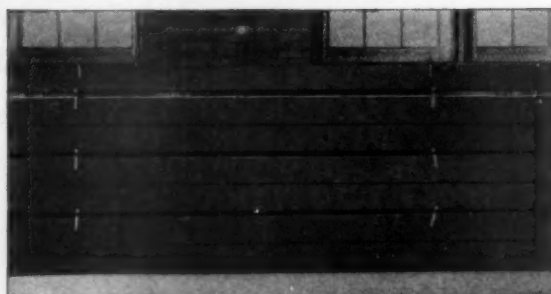
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considered as relating to the manner of the coach or coaches in handling the players. Both these angles permit latitude for the expression of the individuality of the coach.

Starting, charging, blocking and tackling are the fundamentals which become most monotonous and cause most drudgery. Repetition must be used in the teaching of these fundamentals, but sustained practices of them should not be used. They should be mixed with elements of practice, such as kicking and passing duels, touch football and scrimmage, which provide immediate fun. Practice periods should not be too "cut and dried." Plans should be made well in advance but should permit the making of changes to take advantage of a squad frame of mind which the coach might not anticipate. Wise mixing of the practice elements which make for drudgery and those which provide immediate fun will result in a substantial saving of time in the teaching of motor skills necessary for good performances.

The coach, after considering the component parts of the game to be practiced and the arrangement of them, must consider the methods and manner to be used in coaching. I think that a practice session is inferior if it does not provide at least two good laughs for the average player. The best humor for a practice session is that which arises spontaneously. Spontaneity of humor in the player should be encouraged; the coach or his assistants should inject it. These sources should be utilized and emphasized in a manner which best fit the occasion and personnel. The method, or methods, to select will depend upon the players and coaches and must be consistent with individual characteristics.

Ball Possession in Basketball

By ORVILLE J. HOOKER

NEW CASTLE, INDIANA, HIGH SCHOOL

A PROMINENT Indiana college basketball coach, who has been very successful in turning out winners in both high school and college, once said to his team between halves, "I never saw a team get beat that kept possession of the ball." That was all that was said, but it was enough. His boys realized their mistake, and during the latter period ball possession was constantly on their minds.

Teams that can pass, teams that don't take chances but work around the opponent's defense by passing, will beat a five composed of individual stars and dribblers ten times out of

ten. Fans like to see dribbling and many of them lose the fine art of a good passing five. Some dribbling mixed in helps the game, but too much pounding of the ball directs the spectators' attention to one man.

"Keep possession of that ball," many times is the last instruction before the game starts. This final advice couldn't be better. A team can't be scored on if it has the ball.

The team with the ball shouldn't necessarily work so slowly that the scores result is 5 to 7 affairs. This kills our game, and people would not attend such an affair if it were advertised in advance. Coaches should set up plays, have their teams attempt to work them and possibly mix in an occasional fast break. This should keep the fans interested and give them their money's worth.

With the exception of possibly the last few minutes, the ball shouldn't be held in the back court. This would be possession but in the wrong sense. It would be possession but it would also cause the fans to stay at home. A stall, when the leading team is a few points ahead and the players pass the ball among themselves, is legal and interesting. Teaching a team to keep possession will help to turn out winners.

Developing Quarterback Strategy

By J. J. WINTERS

SENIOR HIGH SCHOOL, FINDLAY, OHIO

THE importance of good strategy and field generalship in football cannot be overemphasized. It is something that is not noticeable so long as everything is going smoothly, but very noticeable and severely criticized when a mistake is made. Therefore, the kind of training the quarterback receives will have a direct bearing on the way he handles the team in the game. For this purpose, then, there should be at least two quarterback meetings each week.

Without going into details concerning the qualifications of a quarterback, briefly, the outstanding prerequisites are brains, leadership, confidence, courage and a clear, forceful voice.

Having found a boy with these qualities I next proceed to study and talk over our offense and explain to him the sequence of plays. This is very important as he must know that certain plays are used to build up other plays, and the success of his attack will depend upon the order in which he uses these plays. Therefore, he must know what defensive men are

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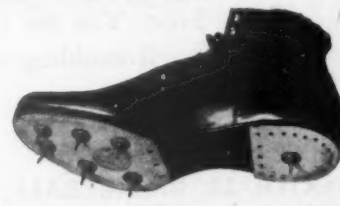
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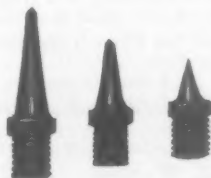


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making the tackles in order to know when to vary the attack. Foresight and keeping a play ahead of his opponent should be foremost in his mind.

He must know the ability of his men, especially his backs and ends. The ability of his men as to kicking, passing, ball carrying, blocking and pass receiving must be kept clearly in his mind also. Then he must remember and use the right man on the right play at the right time. This correct choice is the difference between good quarterbacking and guess work.

Special instruction is given as to when not to forward pass and when to pass, when to play safe and when to take a chance, and, in case of doubt, punt. With the aid of a strategy map (which is a football field drawn on paper) and with the tactical situation in mind as to the down, number of yards to be gained, position on the field, time left to play in the quarter or half, condition of the field, direction of the wind and the score of the game, the quarterback is taught in a more or less orthodox method as to choice of plays. Starting from his own goal line and advancing down the field, he is asked questions on strategy similar to game-like situations, and his decisions must be made instantly. When his decisions are correct, the boy should be complimented in order to instill confidence and develop initiative. When he is wrong, he should be told tactfully why other plays would be better.

As the season progresses and opponents are scouted we deviate somewhat from this orthodox strategy. Using the scouting information we impress upon the quarterback to look over the defense, carefully taking advantage of any weakness he may see, with special attention to the secondary. If no hole appears and no one is out of position or shows signs of weariness, then he must vary his attack and discover for himself the proper place to strike. The quarterback who sees and takes advantage of everything, calling the unexpected, is a crafty field general and a great asset to the team.

It is my belief that the quarterback can be made more useful on the defense by keeping the tactical situation in mind and by planning what he would do if his team were on the offense and then by passing this information on to the halfbacks; they in turn to the fullback and linemen. This will eliminate guess work on the part of the linemen, thus creating a better defense and a more alert team.

Methods of Teaching Psychological Skills in Football

(Continued from page 25)

the psychological fundamental. Whether or not it is possible to carry over and retain a high level of mechanical skill shown in the practice field to an actual game, it nevertheless is insufficient in that it does not carry to a successful close its co-ordination with the other skills and phases that go to make up a live-sector of the game as a whole.

(This is the third and concluding installment of a thesis prepared by Mr. Olander in partial fulfillment of the requirements for the degree of Master of Science in Education in the Graduate School of the University of Illinois.)

ACKNOWLEDGMENT

IWISH to express my sincere appreciation to Dr. Coleman R. Griffith for his friendly, helpful, and stimulating guidance in the preparation of this thesis.

It is a source of personal satisfaction to feel that this study has brought about not only a clearer concept of coaching method, but a better insight into the pedagogical phases of football as a whole. That much of it permits of immediate application in my instructional work is, too, especially gratifying.

MILTON MARTIN OLANDER.

Dr. Louis J. Cooke

(Continued from page 10)

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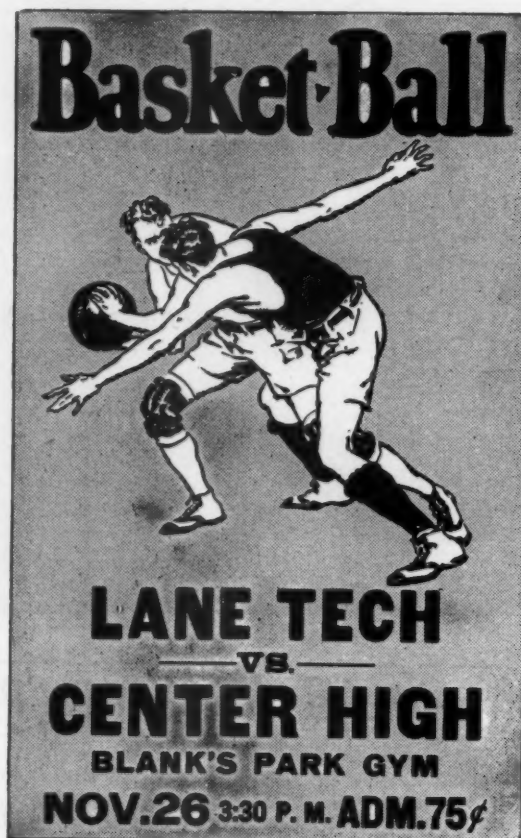
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